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ABSTRACT

Presented are remedial activities for use by the classroom teacher with learning disabled elementary school children in her regular class. An introductory section discusses specific learning deficits, general motor coordination deficits, and behavior manifestations. Offered are 15 generalizations about teaching the learning disabled child such as the importance of careful evaluation. Provided for each of 50 remedial areas is a definition of the desired skill, an example of a related disability, and five to 25 remedial suggestions. Teaching suggestions are given for the following gross motor skills: rolling, running, jumping, skipping, throwing, balance, posture, body movement, rhythm and muscle strength. Activities for visual-motor fine muscle coordination and handwriting are given in the category of fine motor skills. Suggestions are also given for the following perceptual-motor skills: body image, position in space, spatial relationships, directionality, laterality, tactile discrimination, and manual expression. Also provided are teaching suggestions for the following visual skills: visual coordination and pursuit, visual reception (decoding), visual memory, visual sequencing, visual-figure ground differentiation, visual form discrimination, visual closure; and the following auditory skills: auditory reception (decoding), auditory discrimination, auditory memory, auditory sequencing, auditory-vocal association, and sound blending. Conceptualization skills are divided into the areas of general information, vocabulary, comprehension, classification, vocal fluency and encoding, letter recognition, spelling grammatic closure, and arithmetic processes. A final section on disorders of behavior offers remedial suggestions for distractibility and perservation. (DB)

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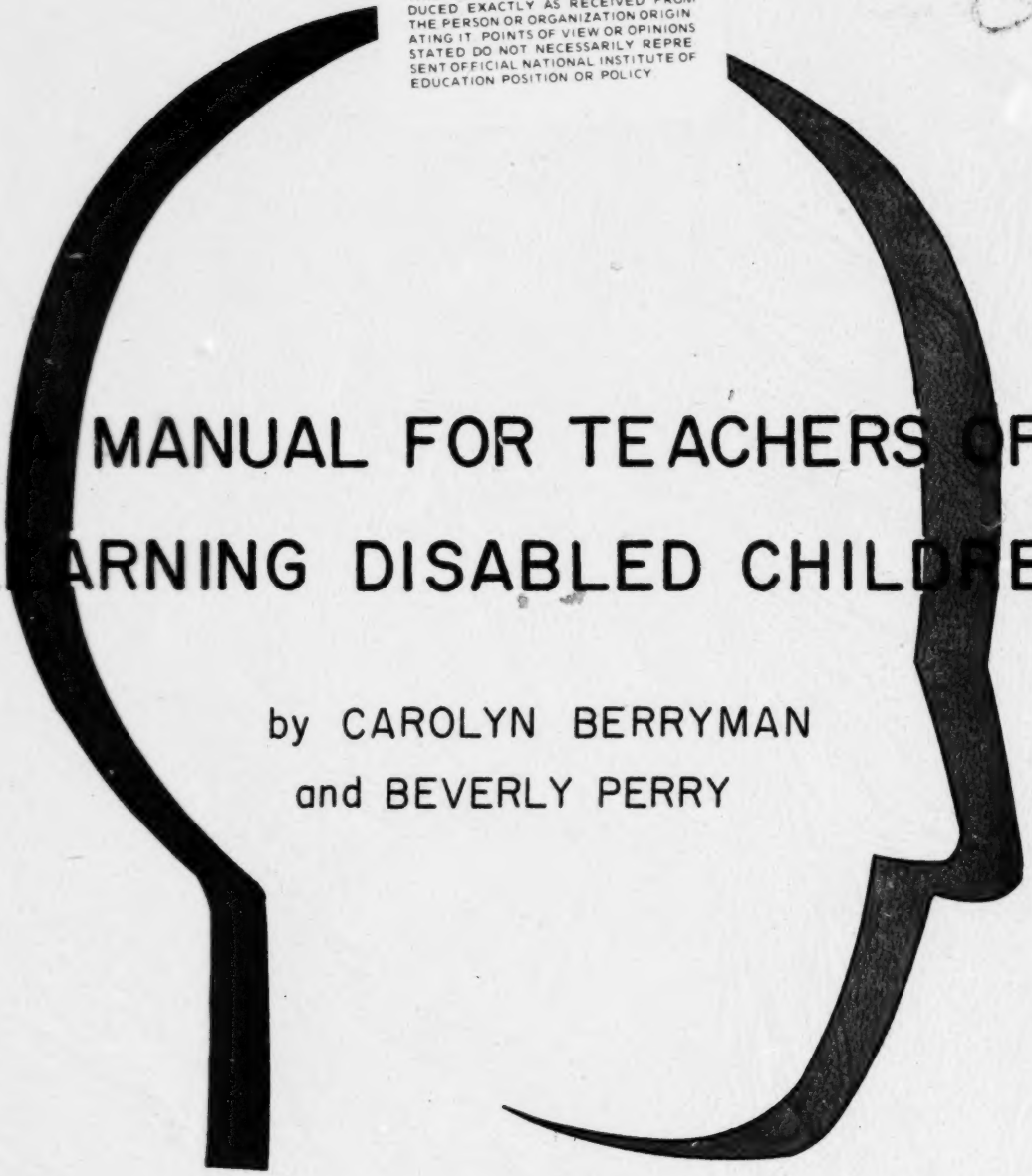

MANUAL FOR TEACHERS OF LEARNING DISABLED CHILDREN

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and BEVERLY PERRY

UNDER TITLE III, PUBLIC LAW 89-10
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Special acknowledgement and sincere appreciation must be extended to Roy Berryman for designing the cover of this manual.

A MANUAL FOR TEACHERS OF LEARNING DISABLED CHILDREN

I. INTRODUCTION

During the 1969-1970 school year, a screening survey was conducted in Upper East Tennessee Region V schools to determine the incidence of learning disabled children. Within the geographic area of Sullivan County 2,107 pupils were tentatively identified by the survey as being learning disabled. These children were not receiving special educational services but were found in the regular public school classrooms.

This manual sprang from the obvious need to help furnish teachers with materials and activities which can be used with these children in the regular classroom. There has been much discussion about the non-achiever and the mentally retarded child, and many teachers mistakenly identify students in their own classes as slow learners or mentally retarded when actually the child may be learning disabled. Accurate diagnostic evaluations of these children can prevent misplacement into classrooms for the retarded.

This manual is designed for use by the regular classroom teacher and although it is geared specifically for the learning disabled child, many of the suggestions are also beneficial for the emotionally disturbed child. These activities can usually be performed by the entire class with benefits for everyone.

II. CHARACTERISTICS OF LEARNING DISABLED CHILDREN

The learning disabled child will perform frequently on much the same level as the mentally retarded child, but there are some significant cues which can help distinguish between the groups. The following characteristics of learning disabled children were compiled by Mrs. Georgia Nicholson, Title III Coordinator.

A. Specific Learning Deficits

1. The learning disabled child may have difficulty reading and when he does, this skill is found to be frequently one or several grades below actual grade placement. His reading may be characterized by letter reversals or inversions (bog for dog, mad for map), word reversals (saw for was, top for pot), substitutions (similar words for the actual words -- cat for kitten, dad for father), additions and/or omissions of letters and words. Oral reading may be choppy and expressionless, as the child attends more to each word than to the phrase and to the meaning of each sentence. Some learning disabled children can acquire the mechanics of reading but have difficulty comprehending what they have read. Their focus is usually on deciphering the words and because so much work has gone into this process, they are often unable to attend to the ideas conveyed by the words. On the other hand, some children have excellent comprehension of what they read even though the reading was slow and laborious.
2. Arithmetic may be difficult for the child to comprehend, particularly the concepts. Computation for some is easy, but not for others. Objects that can be seen and handled such as straws, tongue depressors and M&M's are needed to help such a child associate quantity with numbers and to help him better understand the process of grouping -- of addition, subtraction, etc.
3. Abstract concepts may be beyond his comprehension. Only when these are gradually developed, one small step at a time, will he be able to understand them. The learning disabled child has trouble understanding the concepts of time and space. Because he may only have a dim awareness of the relation of one place to another, he may be unable to find his way in school if told to go a way other than the one he knows. Alternate routes in the neighborhood may confuse and bewilder him. This child may not know right-left, up-down, front-back or over-under.

   Learning to tell time is, also, a complex process for the learning disabled child and because it is, he cannot answer such questions as, "Which takes longer, to brush your teeth or to dress yourself?" Categorizing, also, seems particularly difficult because the learning disabled child cannot see relations between things, i.e., furniture has little meaning if one cannot see what chair, couch and bench have in common.
4. Memory, visual and/or auditory, may be deficient. An auditory memory deficit means that the child cannot remember much of what he hears while a visual memory deficit means that the child cannot remember much of what he sees. Also, he may have difficulty remembering words when he needs them or remembering the association between the visual symbols of letters and numbers and their sounds or their names. Memory difficulties further mean that words, numbers or facts learned yesterday may not be remembered today.

5. Although the child's hearing on audiology tests measures well within acceptable limits, he may only be able to attend and react to short units of language. Instructions and directions for this child have to be shortened, simplified and repeated because he cannot process many units of language fast enough to keep up with the class. Auditory discrimination, in addition, may be poor and this means that the child may hear speech sounds imprecisely. Often this leads to word confusion, particularly if the sounds are similar, i.e., door for tore, chilling for shilling, ladder for letter. Trying to work in a room filled with activity and background noises is almost impossible for a child who cannot stop himself from attending to all the competing sounds.
6. Even though some learning disabled children's vision tests 20/20, they are not alert visually; that is, they do not notice things, especially details. They do not notice differences in shape or size (such as the difference between a circle and an oval, a square and a rectangle) and, therefore, have difficulty distinguishing differences between letters and between words (m-n, o-e, bread-broad, neat-meat). Some can work well with near-point tasks (copying something out of a book) while others do well with far-point tasks (copying from the blackboard). There are others who can do neither with any degree of accuracy.

   Some youngsters have difficulty perceiving the three-dimensional world (faulty judgment in moving about the room or tending to walk into objects and people) while others have difficulty perceiving the two-dimensional world (incorrectly perceiving pictures, letters or numbers). As with the child who cannot screen out the many sounds, there are children who cannot screen out the competing visual stimuli. This is the child who is described as distractible and as having a short attention span. He is the one who gets up to sharpen his pencil and on the way stops to talk to a classmate, to look at a book on the shelf, to study the clock and to look out the window; by the time he has reached the pencil sharpener, he has forgotten why he is there -- all the visual stimuli competed for his attention so that he was distracted from the task at hand. There is, also, the child who cannot attend or concentrate on one thing for very long unless his interest is aroused.
7. The learning disabled child may have developed language slowly. He may have a speech problem, a problem with articulation and/or a problem with expression. Words in sentences may not be in logical sequence; ideas may be poorly organized and expressed and telling a story may be an unusually trying task for such a child. Sounds within words may also be disarranged (aminal, mutterbilk). In addition to the above, the learning disabled child may have difficulty understanding the nuances of language. He may not grasp the various meanings of words and may become confused when a word he learned as a noun is presented as a verb, i.e., the fly is flying away. One cannot assume that the learning disabled child understands all the communication that he is receiving visually or auditorily.
8. Another area that may be affected may be written language. The learning disabled child may be unable to put the visual symbols (alphabet or numbers) on paper. Letter and number reversals are not unusual. He does not like to write and his written work will be limited to a few words, not always legible or comprehensible. Along with this, one

will find that his drawings are frequently poor with figures sketchily represented and lacking in detail. This child is apt to say that he neither likes art nor writing.

9. Perseveration may also be observed. The learning disabled child may have difficulty "switching tracks"; that is, he may get started on one activity and be unable to stop (may write his name repetitively over the entire page or he may repeat the same sound or word in his speech).

B. General Motor Coordination Deficits

1. Overall bodily movement may appear awkward, one-sided, jerky or clumsy. This is the child who literally falls over his own feet and from adults he has oftentimes heard, "What is the matter with you? Can't you see where you are going?" The fact is that this child does not use his eyes to guide his movements (gross or fine) and must be taught how to do this. Because movement and vision are not always well-coordinated, these youngsters have difficulty following moving targets and in judging distance; consequently, they are poor at playing ball, jumping rope or shooting at a target. On the other hand, they may be able to ski and to swim well.
2. Fine motor coordination may be affected. Coloring, cutting, pasting, constructing and assembling puzzles, drawing and writing will be difficult tasks and will usually be avoided by the child whose fine motor movements are incoordinated.
3. There may be confusion about body image. The drawings of the learning disabled child reflect this, for arms are apt to be attached to the head, legs or waist; ears attached to the hair or to the top of the head; or legs disproportionate to the arms or trunk. Occasionally they are unaware of their body size and will attempt to squeeze through very narrow spaces.

C. Behavior Manifestations

1. The learning disabled child may be hyperactive and restless; in other words, he may be in near constant motion, moving about the room or getting out of his seat innumerable times during the day. If his entire body is not in constant motion, some part of it may be and this is often seen in drumming his fingers on the desk, tapping his pencil, making barely audible sounds, wiggling his feet, shifting position at his desk or fingering his hair. He may be a tense, fidgety child who may appear "high strung" and irritable.
2. The drive that is seen in his physical activity may also be seen in his speech which, at times, can be excessive. It may also seem brash and uncontrolled.
3. He may appear reckless, uninhibited and aggressive. In general, his behavior may suggest a quality of nonconformity and he may do things which he has been frequently and strongly advised not to do; yet when confronted, he may not recall ever having been cautioned. In addition, such a child may not think of the consequences of his actions. In strange, over-stimulating settings, he may be unable to keep from touching and handling objects.
4. Frustration tolerance level may be low and temper flare-ups may be quickly triggered off. Tasks that are beyond his success level can easily frustrate and upset him, leading to the discharge of these feelings in an open and direct manner.

5. The learning disabled child's behavior may appear inconsistent and unpredictable and there may be quick changes from high temper to mild complacence. He may be pleasantly talking to the teacher and suddenly turn around and strike another youngster. Long-standing hostile feelings are not a part of the learning disabled child's adjustment pattern. Angry feelings are quickly discharged and forgotten.
6. Peer group relationships are generally poor because the learning disabled child is unable to relate to many children at one time. This is because the activity and the noise might over-stimulate and confuse him. He does better when playing or working with one or possibly two classmates.
7. If there is a change in his routine, the learning disabled child may become quite anxious. He cannot adapt to change easily and in a minimally stressful situation, such as an unplanned event, he might panic or lose self-control.
8. During the early years the learning disabled child reveals a generalized maturational lag. He is the child who is described by kindergarten and first grade teachers as "immature", "babyish", the child who needs to stay out a year or who should repeat the grade.

III. GENERALIZATIONS ABOUT TEACHING THE LEARNING DISABLED CHILD

A. A careful evaluation of the child's characteristics should be undertaken. The sensory modalities which are strongest and those which are weakest should be determined. Common information about the child's likes, dislikes, problems or handicaps will also aid the teacher in individualizing the child's educational program.

B. Once the child's strengths and deficits are determined, this information can be used to find the best teaching methods for the child. For example, if a child has strong use of the visual modalities but is weak in auditory learning, reading should be taught by the sightword approach. If the child's deficits are in the visual modalities, the phonics approach would be best. Generally it is best to begin teaching through the strengths to the weaknesses. Gradually the child can be weaned of the support this method provides and the child can be taught equally through all modalities.

C. Each learning experience should be presented in a variety of ways so that the child has the opportunity to group the material in the most comfortable way possible for him. The motor, tactile, kinesthetic, auditory and visual modes should all be used to provide multisensory stimulation for each learning objective. Use should be made of such teaching methods as audio-visual materials, books, games, motor activities, oral and silent reading, speakers, etc.

D. The stages of readiness for learning should be clearly understood by the teacher. The child will be unable to fully grasp materials presented to him unless he has been exposed to the preliminary activities necessary for his preparation for any new experience. Very often additional and extensive readiness training must be provided for the learning disabled child before he will be able to learn.

E. The learning disabled child should be given only very small parts of a lesson at a time and programmed materials are an excellent solution to this problem. This type of material also provides the child with immediate feedback and with the opportunity to correct his errors and this is a desirable and necessary measure to be taken in teaching the learning disabled child. Methods other than programmed learning should be utilized in further drills.

F. Problems of comprehension (decoding) are more severe than problems of expression (encoding) because the child must understand material before he can express it. For example, he must comprehend before he reads and must read before he writes. When considering a child with learning disabilities, careful evaluation should be made to determine if his problem is understanding or expressing information since he must understand material before he can express it. Treating a child's expressive problems when his comprehension is poor would be to no avail.

G. The assignments given to the child should be short so that his attention is not required to remain on any one task for more than a few minutes at a time. Reading could be presented in several parts such as oral, silent, question time or board work so that the activities centered around reading could be varied and thus retain the child's interest.

H. When a worksheet is provided for the child, details should be limited and the number of activities per page should be controlled for each child. Some children may be able to hold their attention on the problem best if it is the only one presented. Others may be able to handle several problems at a time.

I. The structure of the classroom should be carefully controlled. The child should have an assigned activity or one available to him (such as learning centers when assigned work is finished) at all times. Rewards such as candy or tokens for good work can often provide motivation and control in the classroom.

J. The size of the objects the child is to study can also be a factor. Some children need to be able to see, use and manipulate over-sized letters and objects at first.

K. Each child has three levels of learning. The first is his tolerance level -- here he finds the work well within his grasp. The second is the challenge level -- he is able to do the work at this level, but he must put forth some effort to succeed. The third is his frustration level -- at this level he does not have the skills or the background required to do the work. Often by returning to the tolerance level and gradually working toward the challenge level the child experiences success and is given the praise and encouragement necessary for the development of his self-image. The frustration level should be avoided at all times.

L. Whenever possible the child should be given concrete materials to manipulate in learning. Objects such as Cuisenaire rods, plywood letters and blocks are useful. Concrete illustrations of abstract ideas are also very helpful, such as the use of glasses of water to express the idea of full, half-full, empty; more, most, least, etc.

M. The day should be structured so that the passive activities proceed the active activities. The "quiet work" should be done in the morning when the child is less tired. Care should be taken to avoid abrupt changes in activities such as moving from silent reading to calisthenics. Changes should be gradual in nature.

N. When giving directions to the child make sure that you have his complete attention. Having each child raise his arm while instructions are being given is one method. Before beginning a lesson ask the child if he is ready. This causes him to commit his attention.

O. The use of available professional services is recommended. Pediatricians, ophthalmologists and psychologists can provide information which will aid in the development of the child's individualized program.

IV. TEACHING SUGGESTIONS

Gross Motor Skills

ROLLING

Definition -- The ability to move by turning one's body over and over.

Example of Disability -- The child is unable to roll his body from side to side or from front to back while lying flat on the floor. The child might be unable to continue to roll over and over.

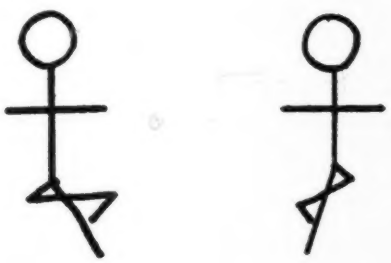
Remedial Suggestions

1. Have the child lie on his back on a blanket or mat and look at the ceiling while keeping his feet together and his hands at his sides. Make a circular motion with your hand and ask the child to follow it with his eyes; first to the right and then to the left.

2. Ask the child to roll his head first to the right and then to the left. Have him follow your hand with his eyes as you move it from side to side. Repeat this several times.

3. Have the child cross his body with his left arm touching the floor on the right side. Repeat with the right arm. Repeat several times.

4. Have the child cross his left leg to the right side of his body and touch the floor, then with the right leg. Practice this exercise several times.



5. Have the child roll his head to the right and cross his body with his left leg and left arm. They should simultaneously touch the floor. Repeat with the right side of the body. Instruct the child to follow the motion with his eyes. Repeat several times.

6. Have the child assume the position for push-ups lying on the stomach with the head and chest on the floor. Instruct the child to look to the right and to push off with the right hand and to roll to the left, until he is facing the ceiling. If the child has difficulty in this position, begin by lying on the back with the hands at the sides and push off with the appropriate hand. Repeat alternating direction of rolls.

Rolling, Continued

7. Beginning in the push-up position, have the child roll twice to the left and stop and roll back twice to the right. Repeat various sequences until the child is able to perform easily.

8. Have the child roll, leading with the arm, the head, or the leg alternately.

9. Have the child place the right arm above his head and the left hand at his side flat on the floor. Have the child roll to the right. Repeat in the opposite direction.

10. Have the child clasp both hands above his head and roll to the right. Then back to the left. Repeat several times.

11. Have the child place both arms at his sides and roll in various sequences to both the right and the left.

RUNNING

Definition -- To go steadily by springing step so that both feet leave the ground for an instant in each step.

Example of Disability -- The child is unable to move easily and with assurance in the running pattern. The child may also have trouble with the rhythmic coordination of the pattern.

Remedial Suggestions (These activities should be done in sequence.)

1. Have the child walk slowly, swinging his arms with his head up.
2. Have the child walk quickly to a beat in a march-like fashion, lifting his knees high.
3. Have the child run slowly (trot) for very short distances while holding an adult's hand.
4. Have the child run short distances by himself at a comfortable gait. With increasing trials, the child should gradually begin to gain speed.
5. Provide a simple maze for the child using objects placed fairly far apart.
6. Have the child run in a straight line with a bean bag on his head until he can run twenty-five, fifty or seventy-five yards without dropping the bag.

JUMPING

Definition -- To spring into the air.

Example of Disability -- The child cannot jump and land on his feet without losing his balance; he may not be able to jump high enough to clear an obstacle: or he may not be able to jump sequentially in a coordinated manner.

Remedial Suggestions

1. Have the child face you, hold your hands and try to jump at the same time you jump.

2. Use masking tape to make a line on the floor; have the child jump back and forth over the line. Increase the number of jumps gradually with repetition of this exercise.

3. Jump board -- jump on the board with both feet, and then jump from the board to the floor.

4. Jump rope while two other children turn the rope.

5. Using masking tape make two lines on the floor about ten feet apart and have the child jump from line to line; gradually extend the lines further apart.

6. Play hopscotch.

7. Standing broad jump -- have the child stand with feet together and jump as far as he can and still maintain his balance.

8. Have the child jump on the jump board using one foot at a time and move to a jump using the pattern of first the right foot and then the left foot and then both feet together.

9. Have the child jump on one foot from one line to another line about 10 feet away. Alternate with the other foot. Then have the child jump backwards first on both feet, then on one foot and then on the other.

SKIPPING

Definition -- A sequence of step-hop movements first with one foot and then with the other foot smoothly and rhythmically executed.

Example of Disability -- Child is unable to move smoothly from a step to a hop to a step, etc. He may resort to a shuffle with one foot always in front of the other, or he may become totally confused with the sequence and run, walk, or completely stop.

Remedial Suggestions

1. Review hopping skills----be sure that the child can hop on one foot at a time.

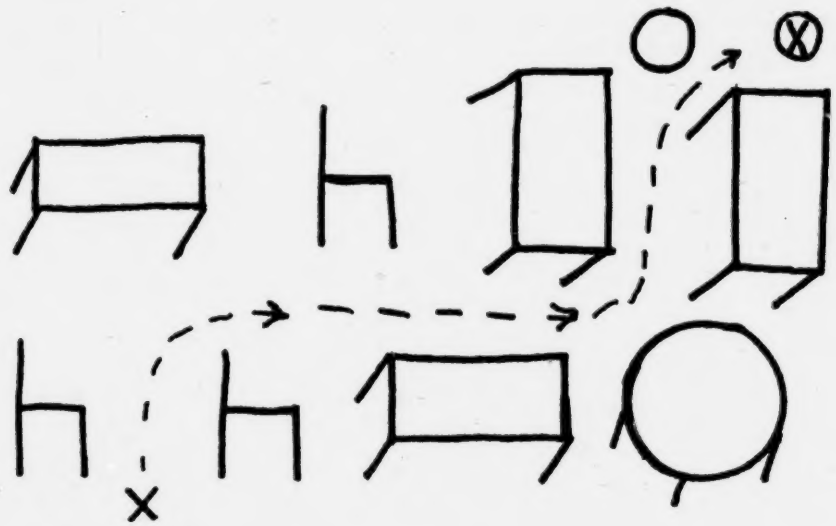
2. Have the child hop forward on right foot and bring left foot up beside the right foot-----alternate feet for this activity with the hop-step sequence moving slowly with distinct separation.

3. Have the child speed up the previous step while holding the teacher's hand.

4. Using masking tape make two lines on the floor approximately ten feet apart. Have the child skip from one line to the other.

5. Ask the child to skip to the door, to the reading table, to the waste can, etc. He will need to be able to stop his forward motion to keep from running into the goal. After this is accomplished, have the child return to his starting point with an object such as a book. This will not only occupy his thoughts with an additional direction, but it will also force him to adapt his arm motions so he can carry a small object.

6. With furniture construct a simple maze. Have the child skip through the maze.



Skipping, Continued

7. In circle games such as "Duck, Duck, Goose" have the children skip instead of run. In this game the children sit in a circle and the person appointed "it" skips around the outside of the circle patting the other children's heads as he names them "duck" or "goose". When he does name one child "goose", this child jumps up and chases "it" around the circle to his former place in the circle. If "it" is caught before reaching this place, "it" sits in the center of the circle. If "it" does reach his place without being caught, he sits down and in either case, the "goose" becomes "it" and repeats the sequence. This is repeated until every child has been "it".

THROWING

Definition -- The ability to perform the necessary movements to propel an object through the air.

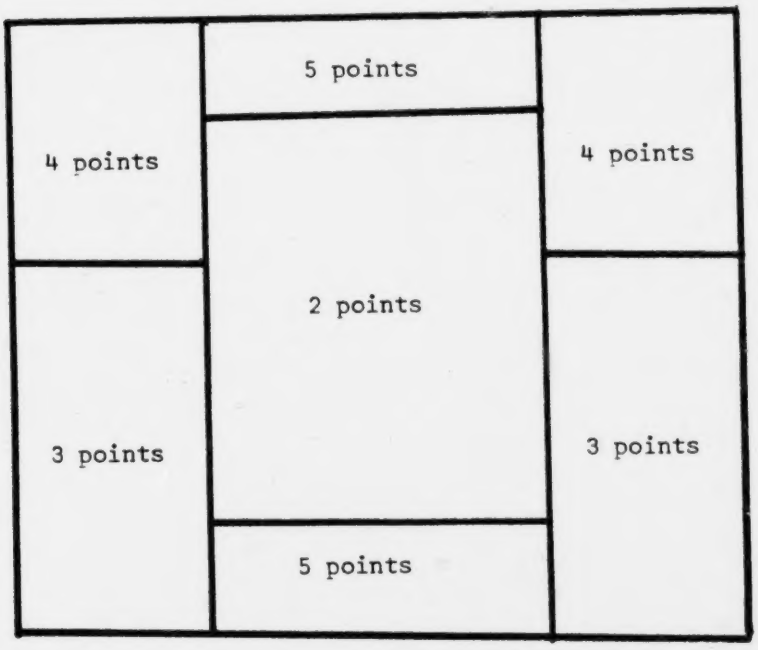
Example of Disability -- The child is unable to aim and toss a ball with a reasonable degree of accuracy.

Remedial Suggestions

1. Have the child go through motions of throwing; first using an underhand "pretend" throw as though the thrown object is very heavy, then as though the object is very light, and at the same time using varying extremes of force with the throw. Repeat this sequence in an overhand motion.

2. Have the child throw soft rubber ball against wall; it is not necessary to catch the ball on the rebound. Do this in overhand and underhand throw.

3. Use masking tape to make divisions on the wall. Have the child bounce the ball in various divisions. Begin with very large divisions and gradually (with child's increasing proficiency) decrease size of divisions. Allow points for bouncing the ball in the various divisions and keep a total score.



Throwing, Continued

4. Have the child throw soft textured ball to another person, use underhand toss first and then move to overhand toss.

5. Have the child toss bean bags to a large target such as a waste can or an open cardboard box.

BALANCE

Definition -- The ability to effectively control the equilibrium of the body.

Example of Disability -- The child may display awkward or clumsy movements; he may fall frequently or bump obstacles in his environment.

Remedial Suggestions

1. Have the child assume crawling position on the floor; have him raise alternate hands and legs in the air.

2. Have the child stand on his tiptoes and count to ten; have him stand on one foot with the opposite foot raised and count to ten.

3. Have the child bend forward with his arms hanging and hands clasped as he walks forward taking large steps and swinging from side to side.

4. Have the child walk on his knees both forward and backward.

5. Crab Walk -- Have the child sit on floor, placing his hands behind him on the floor; raise his body on hands and feet and crawl backwards and forwards.

6. Have the child lay on his back on a mat. Instruct him to raise legs and buttocks from floor using hands to prop himself up. Have him "ride a bicycle" in this position.

7. Walk with bean bag or light book on head. Skip and run with such an object on head.

8. Place large blocks of wood at various intervals and have child step from block to block.

9. Have child spin around and around, and when you snap fingers, have him freeze in that position.

10. Have the child jump up and try to turn his body while suspended in the air. Have him try to maintain the position he lands in.

11. Have the child run a two or three object obstacle course. Then have the child run the same course while carrying a cup half full of water

Balance, Continued

12. Have the child run obstacle courses and relay races while holding a marble in a spoon.

13. Balance beam activities:
    - Walk forward.
    - Walk backward.
    - Walk forward to the middle, turn and walk back.
    - Walk sideways in both directions.
    - Walk forward always with left foot in front of right.
    - Walk forward always with right foot in front of left.
    - Walk backward with right foot always in front of left.
    - Walk backward with left foot always in front of right.
    - Walk forward and pick up an object from the center of the beam, continue to the end.
    - Walk forward with a bean bag on the head.
    - Walk forward to middle of beam, kneel on one knee, raise and continue to the end of the beam.
    - Walk backward with hands clasped behind the body.
    - Walk forward and backward on the balls of the feet.
    - Hop the full length of the board first on one foot and then the other.
    - Hold a yardstick twelve inches above the center of the beam, have the child step over it as he walks the length of the beam forward, backward and sideways.

14. Balance board activities:
    - Have the child stand on the balance board and count to ten without stepping off.
    - Have the child count to ten with his eyes closed while standing on the balance board.
    - Have the child bounce a ball while standing on the balance board.
    - Have the child throw objects at a target while standing on the balance board.

POSTURE

Definition -- The ability to hold the body in position so that the center of gravity is maintained.

Example of Disability -- Child shoves one hip to one side, is sway-backed, holds head forward or tilted to one side, or is slumped shouldered, etc.

Remedial Suggestions

1. Have the child walk while balancing a book or bean bag on his head.
2. Have the child walk on the balance beam, both forward and backward.
3. Have the child walk the balance beam with a bean bag balanced on his head.
4. Have the child stand on his left foot for short periods of time with his right foot positioned on his left knee. Alternate sides.

5. The child should learn to focus his center of gravity on different parts of his body, for example, hopping on one foot, placing most of his weight on one leg and one arm, changing from standing to kneeling.
6. Play a guessing game with the child. Have him assume various positions such as on his knees, on all fours, on one foot, on a hip and an arm--- have him guess where most of his weight is. He could imitate the teacher in these positions.
7. Have the child change the amounts of weight he puts on each step as he walks with some combinations of both light and heavy steps. Have the child call out whether they are light or heavy and notice the difference.
8. Have the child walk on tip-toe, in a crouched or in a normal position while moving around the room. Vary the positions and try to maintain balance.
9. Have the child waddle forward and backward in a duck walk position.

Posture, Continued

10. Have the child crouch down and jump up as high as possible, land on the feet and stand still.

11. Have the child crouch and sit back on his heels with his hands clasped behind his neck. Have him bend his head and upper trunk sideways to the right and left without leaning forward.

12. Skating, bicycle riding, gymnastics and skiing are all beneficial.

13. The physical education instructor may provide specific exercises for each different type of posture problem.

BODY MOVEMENT

Definition -- The ability to move the body freely and in a coordinated manner.

Example of Disability -- The child may appear unusually clumsy and his body motions will often be jerky. He is not agile and will have difficulty playing ball games.

Remedial Suggestions

1. Have the child lie on the floor on his back. Have him lift each leg and then each arm in a series of movements.

2. Have the child roll his head from side to side and lift it to look at his body.

3. Have the child roll his head to the left, then lift it to look at his toes, and then put his head down and roll it to the right.

4. Have the child roll over to his stomach and then back again.

5. Have the child pretend to be a snake on both his back and his stomach.

6. Have the child imitate the movements of a fish swimming on both his back and his stomach.

7. Have the child wiggle like a worm on the floor by stretching the upper trunk to move forward and then pull the lower trunk forward.

8. Have the child creep forward with the elbows while lying on his stomach.

9. Have the child do the bear walk by moving right arm and right leg and left arm and right leg in a crawling position.

Body Movement, Continued

10. Have the child practice walking fast and slow. Have the child stand on tiptoes with his eyes open and shut.

11. Have the child walk on a balance beam.

12. Have the child walk on his tiptoes, sideways in a shuffle or crossing his legs over each other.

13. Have him walk on his heels, with his toes turned in, or his heels turned in.

14. Have him walk on his knees.

15. Have the child run with his hands on his hips, over his head or behind his back.

16. Have the child pretend to jump rope.

17. Have the child jump in place on one foot. Alternate feet.

18. Have the child jump, and while in the air turn his body.

19. Have the child sway like a tree, fly like a bird, walk like a stork, etc.

20. Have him pretend he is pushing or pulling a heavy load with his back, arms or side motion.

21. Pretend the load is getting increasingly lighter or heavier.

RHYTHM

Definition -- The ability to synchronize movements of the body.

Example of Disability -- The child cannot march or clap hands to a beat.

Remedial Suggestions

1. Have the child tap the floor with a pencil or his hand to the count of the teacher or to music. Do this with right side only first and then repeat with left side only.
2. Have the child clap hands to the count of the teacher or to music.
3. Have the child walk to music, both fast and slow.
4. After giving the child a rhythm instrument, the teacher should beat out a rhythm pattern which is of equal length and equal space on her own instrument. Have the child pick up the pattern and beat with the teacher.

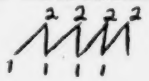
5. Have the child listen to varied rhythm patterns and repeat them by himself.
6. Have the child beat a rhythm instrument in time with a record.
7. Have two or more children try to keep time with a record.
8. Have the child walk and clap hands to music, both fast and slow.
9. Have the child gallop and clap hands to music.
10. Have the child jump in place to music or to a drumbeat.
11. Have the child hop across the room to a drumbeat.
12. Have the child clap hands twice and then clap his knees three times. Have the child clap his hands three times and shrug his shoulders once. Repeat both patterns separately five times; repeat the two patterns in sequence five times and continue adding steps to them which involve other body parts such as elbows, head, etc.
13. Give the child two drums; begin by having the child copy a slow, alternating pattern-----left, right, left, right. Move to a slightly more complicated pattern such as R-R-L-L-R-R-L-L.

Rhythm, Continued

14. Using the patterns described in suggestion number thirteen have the child use his hand and foot to produce sound. For example, R-L-R-L would be right hand on drum and right foot on floor, left hand on drum and left foot on floor, etc. In like manner use right hand alone or left foot alone to reproduce the pattern.

15. Move to irregular patterns such as L-L-R and R-R-L and repeat suggestion number thirteen and fourteen.

16. Have the child sway his body to a metronome beat.

17. Have the child draw rhythms. Ex. 

MUSCLE STRENGTH

Definition -- The ability to perform physical tasks using one's muscles.

Example of Disability -- The child is unable to perform tasks which require muscle strength such as playing ball or running without tiring quickly.

Remedial Suggestions

1. Have the child do pull-ups and sit-ups. Begin at a level where the child functions easily. Increase the activity every day until the child functions at age level.

2. Have the child run short distances, gradually increasing the distance. First work for speed, then have the children run obstacle courses.

3. Have the child practice the standing broad jump for distance.

4. Have the child do knee bends increasing the number required gradually.

5. Have the child do leg lifts increasing the length of time the legs are raised.

6. Have the children sit in pairs facing each other. Have them join hands and place their feet together. Have them alternate pushing and pulling with the hands and feet.

7. Have the children play leap frog.

8. Have the children touch their toes both sitting and standing.

9. Have the child do torso twists, gradually increasing the number of twists.

Muscle Strength, Continued

10. Have the children pretend they are sitting in a row boat and pantomime rowing.

11. Have the children run in place for gradually extended periods of time.

12. Have the child jump rope forward and backward with both feet together and with alternate feet.

Fine Motor Skills

VISUAL-MOTOR FINE MUSCLE COORDINATION

Definition -- The ability to coordinate the fine muscles such as those demanded in eye-hand coordination.

Example of Disability -- The child may be unable to hold a pencil properly. Coloring or scribbling may exceed not only the boundaries of pictures but also the edge of the page. The child may not be able to use scissors effectively or to imitate explicit body movements.

Remedial Suggestions

1. Provide the child with triple size chalk and blackboard space. Allow him to scribble any type of lines on the board, and place no restrictions on his production.

2. Encourage the child to make large marks on the blackboard moving his shoulder and elbow freely.

3. Encourage finger painting as a scribbling technique.

4. Draw a large figure eight on its side on the blackboard. Ask the child to trace over and over this figure with one continuous line and without taking his chalk from the board. Use both right and left hands.

5. Use templates held against the blackboard.

6. Any good series of chalkboard training techniques would be beneficial. Kephart's The Slow Learner in the Classroom and Getman's Teacher's Manual of Developing Learning Readiness have excellent sections on chalkboard routines.

7. Have a box with locks, zippers, snaps, latches and similar objects in it. Let the child manipulate the gadgets in this box during quiet times in class.

8. Have the child string beads.

9. Sort different buttons into egg cartons. Sort by color, size and texture.

10. Have the child work with modeling clay.

11. Use coloring exercises and tracing exercises.

12. Use simple dot-to-dot exercises.

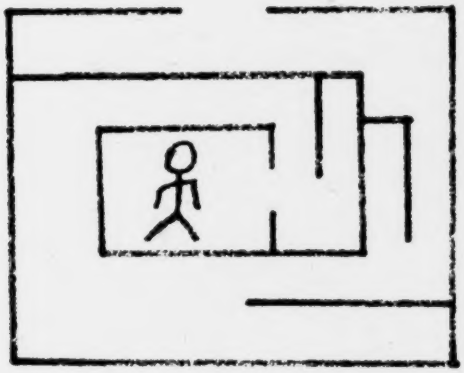
Visual-Motor Fine Muscle Coordination, Continued

13. Have the child throw balls and/or bean bags at targets.

14. Use cutting exercises------cut a fringe from a piece of paper---cut off corners---cut curved lines---cut along angular lines---cut more complex figures.

15. Use placing and pasting exercises. Have the child place cut out shapes or pictures on top of other shapes---be sure they can place properly before asking them to paste the two together.

16. Have the child finger trace maze worksheets or have him push small blocks around the paths he will eventually trace with his pencil.



17. Teach the child to use gestures to accompany songs, poems and stories.

18. Provide plastic pop beads and pipe cleaners for the child to work with.

19. Follow the suggestions in the rhythm section of this handbook.

20. Have the child tear designs out of paper.

21. Have the child screw jar lids on and off varying sizes of jars.

22. Have the child pick up flat objects such as plates, poker chips, buttons or coins.

23. Place clothes pins around the edge of a shoe box and have the child pinch them on and off.

24. Puzzles are good for eye-hand coordination.

25. Provide sewing cards and lacing exercises. Lace yarn through holes punched around the edge of a paper plate.

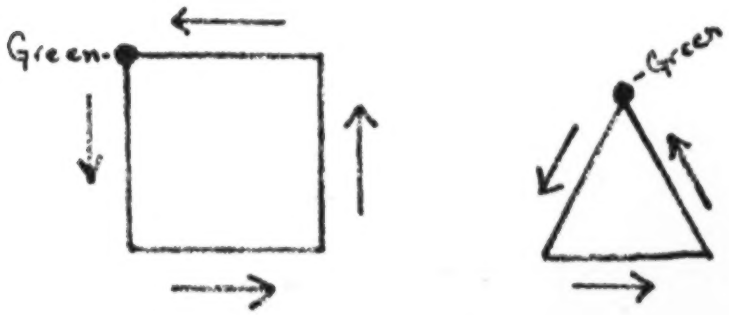
HANDWRITING

Definition -- The ability to write or copy words and to thereby express oneself in written language.

Example of Disability -- The child is unable to perform the physical act of holding a pen, pencil or chalk and legibly writing or copying; and/or the child is unable to express his ideas through written work.

Remedial Suggestions

1. Have the child trace circles in the air using full arm movements.
2. Review the exercises for directionality previously discussed in this manual.
3. Have the child move to the chalkboard and using full arm movements draw circles, curved lines, vertical lines, horizontal and oblique lines.
4. Play dot-to-dot games on the chalkboard. Follow chalkboard exercises such as those suggested in Kephart's Slow Learner in the Classroom or in Getman's Teacher's Manual of Developing Learning Readiness.
5. Use triple size chalk and jumbo pencils and crayons in these activities.
6. See that the child knows how to hold a pencil properly. You may need to make a notch in the pencil above the lead so the child will know where his fingers are supposed to go.
7. Check the child's visual discrimination abilities and if difficulties are found, use the remedial procedures discussed previously in this manual.
8. Have the child draw large figures before asking him to attempt small designs on narrow-lined paper.
9. Teach consistent sequence of movements when drawing a figure. Use arrows and green "starting" dots as directional cues.



Handwriting, Continued

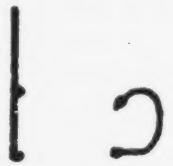
10. Write the child's name in wet sand and have him trace the design. Also use finger paint, stencils and templates.

11. Use verbal cues while the child is writing "Down, across or up". Also have him name the object he is drawing -- i.e., a ball, a square, etc.

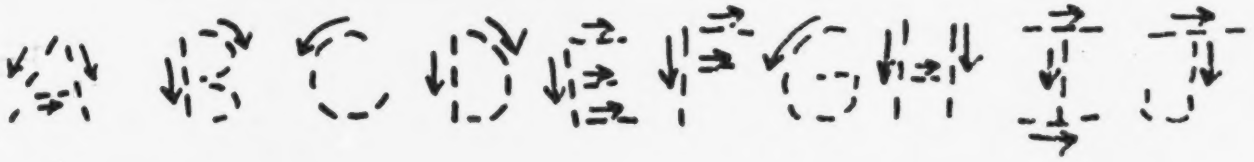
12. Use tracing and dot-to-dot paper exercises. For letter tracing use arrows to indicate direction of strokes.

Handwriting, Continued

13. When teaching letters, break the letter down into strokes the child has already made; i.e., "b" is a vertical line and a half circle. Cover the half circle and ask the child what he sees (a line); then cover the line and ask what he sees. Explain that in writing this letter all he has to do is draw a line and a half circle. Place dots as markers to show him where the parts should be joined.



14. Use dotted lines to form letters and have the child connect the dots following directional arrows.



15. Manuscript writing rather than cursive writing is recommended for the child with handwriting problems. Do not teach cursive writing until the child can read manuscript successfully.

16. Emphasize proper spacing between words by arranging wooden or felt letters to make a sentence but do not leave spaces between the words. Ask the child to separate the words by moving the letters while you read the sentence aloud. Pause after each word so the child will know when one word ends and the other begins.

17. Ask the child to write a sentence putting each word in a rectangle and leaving space between the rectangles.

18. Encourage the children to completely erase any error they make before attempting to correct themselves.

Perceptual-Motor Skills

BODY IMAGE

Definition -- The ability to name parts of the body and to relate them to body movements and performance.

Example of Disability -- The child is unable to name or identify the parts of the body, either in a photograph or on himself. He may not know how many arms, legs or ears he has.

Remedial Suggestions

1. Have the child lie on butcher paper and trace around his body. Then have the child draw in the face, clothing and details. Ask the child "Where do you walk? Taste? Smell? See?"

2. Name each part of the body for the child and ask him to identify these parts on himself. Have the child tap, squeeze or rub his hands, feet, arms, legs, tummy, etc.

3. Discuss the position, number and features of the body parts with the child.

4. Have the child make a man using a variety of materials.

5. Look at each part of the body in a different position and identify them (front, back, side, etc.).

6. Use pictures of the child's body in various positions for him to copy with his body.

7. Have the child look in a large mirror and identify the parts of the body on command.

8. Have the child identify body parts on both another child and a teacher.

9. Play "Simon Says" in front of a mirror with the child.

10. Using a photograph of the child, have him name and identify parts of the body.

11. Have the child draw a picture of himself. Cut the picture out and cut it into puzzle parts. Have the child reassemble it.

Body Image, Continued

12. Draw pictures of figures with parts missing and have the child fill in the missing parts.

13. Give the child paper and ask him to cut out pieces representing parts of the body or facial features and tell him to assemble the parts after they have been cut out.

14. Have the child follow a series of commands: "Touch your toes, touch your elbows, touch your head."

15. Mat work is helpful for body image. Have the child do forward rolls, head stands, etc.

16. Swimming pool activities are beneficial for improved body image.

POSITION IN SPACE

Definition -- The awareness of other objects in the spatial environment and the ability to move one's body around and through such objects.

Example of Disability -- The child may bump into objects while walking in the classroom, and a vision check may show no visual impairment. The child frequently confuses directional signals such as left and right.

Remedial Suggestions

1. Review meanings of in, out, up and down. Have the child put his hands in, hands out, hands in and out, hands up, hands down, hands up and down. Let the child watch the teacher first and follow her movements as the pattern is recited. Later have the child follow the pattern with only the teacher's voice to tell what to do. When doing this activity with a group blindfold the children to prevent them from copying each other.

2. Review meanings of front, back, on and under. Have the child stand in front of his desk, his book, etc. Have the child stand at the back of his chair, the table, etc. Have him sit on his desk, on his chair, etc. Have him put his hands under his desk, under the chair, etc.

3. Play animal charades with the children in groups. Have each child draw a card with an animal's name or picture on it. The child should then silently protray the animal on his card while the other children guess what he is.

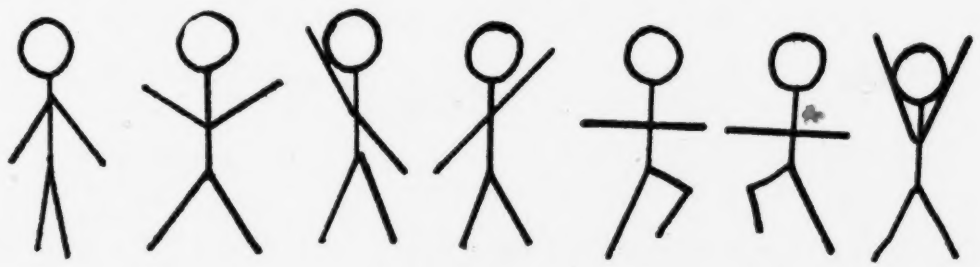
4. Set up a simple maze using chairs and other readily available classroom materials. Have the child walk through it without bumping into the sides.

Position in Space, Continued

5. Have the child play follow the leader. First have the "leader" move through a simple obstacle course----under tables, through doors, etc. Later as the child progresses the leader may include short walks across balance beams, etc.

6. Circle games which involve the child's returning to a space between other children are useful. One such game is "Duck, Duck, Goose". In this game the children sit in a circle and the person appointed "it" walks around the outside of the circle patting the other children's heads as he names "duck" or "goose". When he does name one child "goose", this child jumps up and chases "it" around the circle to his former place in the circle. If "it" is caught before reaching this place, "it" sits in the center of the circle. If "it" does reach his place without being caught, he sits down and in either case, the "goose" becomes "it" and repeats the sequence. This is repeated until every child has been "it".

7. Have the child imitate body positions as the teacher demonstrates them for him.



8. Have the children play Simon Says: with activities such as "Simon Says put your leg like this."

9. Have the children run mazes, timing them as they run them. Try to improve the time with each trial.

10. Have the child run a maze while bouncing a ball or carrying an egg in a spoon.

11. Have the children play "freeze", holding awkward positions for several seconds.

12. Have the child squeeze through a tight place without touching the sides.

13. Have the child step over progressively higher obstacles.

Position in Space, Continued

14. Have the child crawl under progressively lower obstacles.

15. The seat-drop and back-drop exercises on the trampoline are excellent to force the child to maintain awareness of his body.

16. Have two children put their backs together and hook arms while sitting. Have them stand. Then on signal have them sit again.

17. Have the children run obstacle courses such as crawl under the table, over the chair, through the door, etc.

18. Have the children play dodge ball.

19. Have the children stand in a line with varying distances between them. Then ask the child to decide which set of children he can pass through.

SPATIAL RELATIONSHIPS

Definition -- The ability to perceive the relationships between oneself and two or more objects and the relationships of the objects to each other.

Example of Disability -- The child may be unable to string beads. He may be unable to push a chair next to the table. He may have difficulty feeding himself using silverware. This child may be unable to properly perceive the sequence of letters in a word or to draw four lines to make a square. The child may be unable to walk backward any distance.

Remedial Suggestions

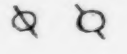
1. Use colored block designs. Begin by having the child do simple exercises such as putting the red block in front of the blue block -- the green block on top of the yellow block, etc.

2. Use pegboard designs. Begin by using simple, irregular patterns.

3. Use building blocks following simple patterns increasing gradually in difficulty.

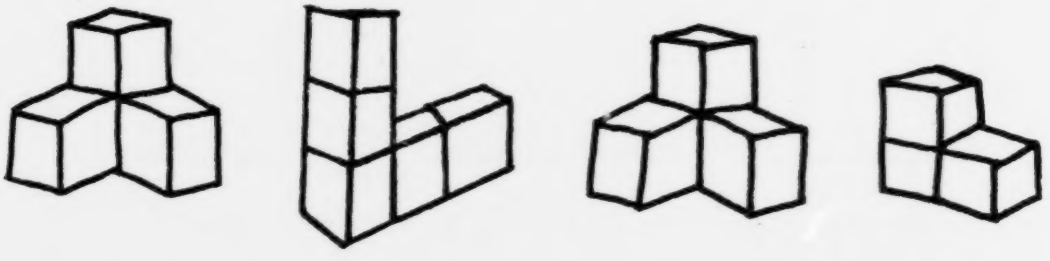
4. Have the child string beads.

5. Use sewing cards.

6. Use chalkboard exercises. Draw two figures on the board -- one complete and one incomplete -- i.e.  and have the child make the drawing on the right look like the one on the left.

7. Use dot-to-dot drawings.

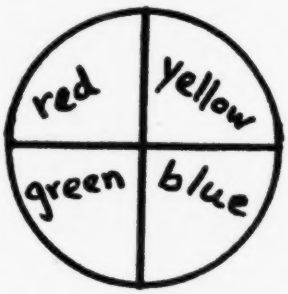
8. Use likenesses and differences worksheets. Using pictures of blocks have the child identify the shape in each row that is different or like the stimulus figure for that row. Provide building blocks so the child can construct the picture.

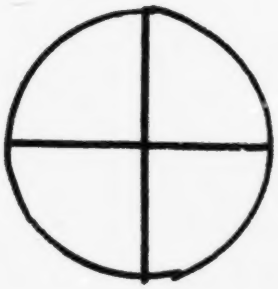


9. Use pencil and paper mazes. Also use chalkboard mazes.

Spatial Relationships, Continued

10. Draw a circle, divide it into four parts and write the names of different colors in each segment. Have the child color it by directions. Then draw another circle, divide it into four parts and have the child color it just like the top one (do not provide names of colors in the second circle).





11. Draw a square on the left side of the paper; on the right draw three sides of the square and ask the child to make the drawing on the right look just like the one on the left. Continue this exercise by decreasing the square by one more side each time until the child can draw a complete square like the one on the left.

12. Puzzles of gradually increasing difficulty are good.

13. Frostig worksheets are excellent for pencil-paper drill in spatial relationship.

14. Put ladders on the ground. Have the children walk through the rungs forward and backward.

15. Hide a prize in the room. Have the child describe how he would get to it by using terms like: behind, over, under, in front, etc.

DIRECTIONALITY

Definition -- The ability to know directions -- up from down, left from right and forward from backward.

Example of Disability -- The child literally may not know his left from his right or his top from his bottom. The child may start writing or reading on the right side of the paper and move to the left.

Remedial Suggestions

1. Have the child close his eyes and you touch his left or right hand; the child should then raise the hand that was touched. Later, have the child open his eyes when touched and point to the part that was touched.

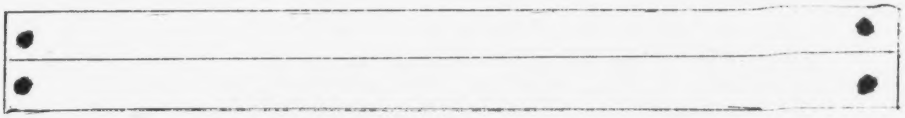
2. Have the child close his eyes and listen for the sound of a drum. Have him determine the source of the sound (right or left) and then open his eyes to see if he is correct.

3. To help the child learn his left side from his right side, tie a red ribbon around his right wrist. When asking for a response from his right side, remind him that this is the side with the ribbon.

4. Have the child trace, cut and color left and right hands and feet. Label them and place them in plain view for future reference.

5. The teacher and child stand facing the chalkboard. The teacher draws a dot at random on the board and the child puts his chalk on the dot. The teacher makes another random dot and the child draws a line from the first to the second dot. The teacher continues to place dots (one at a time) at random on the board and the child connects the dots. The teacher always must wait until the child has drawn the line before placing another dot.

6. To help the child learn to read or write from the left to the right, put a green dot (made with green felt-tipped pen) on the left side of the page and a red dot on the right side of the page. Tell the child to look for these cues -- green tells where to begin and red tells where to end.



7. To teach the child to read words from left to right, color the first letter of the word green and the last letter of the word red.

WOULD

Directionality, Continued

8. To begin teaching the concepts of up and down, have the child draw vertical lines on the chalkboard. Call attention to the upward and downward strokes and have him call "up" or "down". Next hold a sheet of cardboard or a sheet of paper on a clipboard vertically and have the child draw "up" and "down" while the cardboard is slowly moved to a horizontal position. Point out to the child that now "up" is when he draws the line away from his body and "down" is the stroke moving toward his body.

9. Have the child respond to left and right drills while marching. Again instruct him to look for the ribbon if he forgets which is his right side.

10. Give the child verbal commands to follow such as, "Walk two steps forward, turn to the right, walk across the rooom, turn to the left and take three steps forward."

11. Play games for directionality such as activities in which the children must imagine what they would see if they turned in a certain direction. Example: "If I turned to the left, I would be facing the (door)."

12. Have the child give verbal directions for going to another part of the building such as, "To get to the playground, turn left down the corridor and then take the first right through the double doors." Begin with only one direction and gradually increase the number.

13. Give the child a map with arrows which shows the direction the child would take. Then ask the child to tell you in which direction he would have to go.

14. Lay out an obstacle course with bean bags, tell the child to jump over the first one. After jumping he should say in which direction he has turned. Continue the course naming the directions as he goes. The course should be arranged so that the child turns left and right.

15. Lay out another obstacle course and have the child name the direction in which he is to turn before he jumps.

16. Children sit on the floor with knees drawn up to the chest and feet flat on the floor. The teacher calls out directions such as, "Touch your left shoulder with your right hand, etc." Later, show the child pictures of children touching various parts of the body with right or left hands and have them mirror the pictures and call out which side of the body they are using.

17. Have the child learn the right and left sides of others by watching himself in a mirror.

LATERALITY

Definition -- The child's ability to coordinate motor awareness of both sides of his body to the environment and especially his eye, hand and foot lateral dominance.

Example of Disability -- The child does not consistently use either the right or left sides of his body when involved in motor tasks such as writing, kicking or using a telescope. The child may also develop difficulties with his midline or his center of gravity.

Remedial Suggestions

1. Reinforce the naturally preferred or strongest hand by having the child squeeze a ball, cut, draw, throw, trace, sew or type with that hand.

2. Place a weighted arm band on the child's preferred arm.

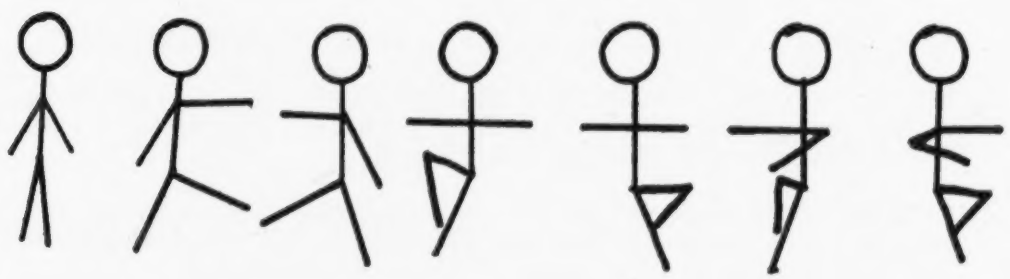
3. Reinforce the use of the foot on the same side of the body as the preferred hand by having the child hop, kick, sort objects or draw with that foot.

4. Reinforce the eye on the same side of the body as the preferred hand by sighting objects or playing games such as darts or archery.

5. Have the child visually track objects held by the teacher using only the eye on the same side as the dominant hand.

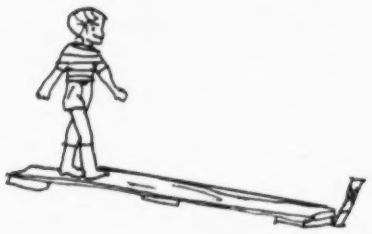
6. Have the child use both sides of his body together in activities such as running, creeping, crawling and walking while keeping his eyes fixed on a target.

7. Have the child do angels-in-the-snow activities by lying on his back with his arms at his sides and his feet together. Have him move his arms and legs out away from his body in various patterns.



Laterality, Continued

8. Have the child do balance beam activities with his eyes fixed on a target.



9. Vary the speed in which the children do the angels-in-the-snow activities and have them move various parts of the body together.

10. Hang a punching bag from the ceiling and have the child hit it first with one hand and then with the other and finally alternating sides. Also, have him punch the bag when he kneels.

11. Have a child walk inside the rungs of a ladder and balance on the rungs.

12. Roll a ball to the child while standing and have him kick it back to you or lift his leg so it can roll under him. Alternate sides of the body.

13. Play "Freeze" so the child is required to balance in an awkward position.

14. Walk on railroad ties.

15. Ride a bicycle or scooter.

16. Have the child push an object across the floor with his knee, foot, or elbow.

17. Have the child kick a ball across the room alternating feet.

18. Put a waste basket in front of the child with bean bags on the floor in a line in front of it. Have the child pick up the bags and place them in the basket while crossing his midline.

19. Have the child stand so that he is facing the middle of a marked off section of chalkboard. Have him scribble on the board without moving his stance until all the space on the board is filled.

TACTILE DISCRIMINATION

Definition -- The ability to identify or match objects by feeling and touching them.

Example of Disability -- The child is unable to match identical articles by touch exclusively.

Remedial Suggestions

1. Have the child touch as many different things as possible---water, sand, wood, plastic, etc.

2. Have the child feel and play with such animal textures as furs, snake skins, turtle shells, feathers, etc.

3. Have the child touch many different wet substances such as water, mud, cake batter, etc.

4. Have the child feel as many dry materials as available--i.e. dirt, gravel, different textures of cloth, cement and bricks.

5. Have the child feel texture, shape and size of various foods such as cheese, apples, meats, etc.

6. Give the child several common and fairly large objects such as silverware, glasses or plates and have the child match the objects while blindfolded.

7. Have the child sort buttons by shape while blindfolded.

8. Have the child go on a tactual treasure hunt. Blindfold the child and have him sort through a box of objects for the small stone, big stone, rough stone, smooth stone; heavy stick, long stick, short stick, light stick; coarse cloth, smooth cloth, softest cloth, etc.

9. Play tactual charades---think of some object, describe how the object feels (texture, shape, weight, etc.) as the other children try to guess the object.

10. Play tactual twenty questions---"it" thinks of an object, and the other children may ask twenty questions concerning how the object feels (texture, shape, weight, temperature, density, etc.) eliciting only "yes" or "no" answers. Children may guess at the object anytime they think they know it, but this counts as one of the twenty questions.

11. Blindfold the child and furnish him with wooden letters or numbers. Have the child sort through the letters (begin with five at a time) and place them in correct order---from left to right. Gradually increase the number of letters put before the child to sort through.

12. Have the child trace wooden or plastic letters on paper while blindfolded. Ask him to sort through the letters and find words that he knows to trace.

Tactile Discrimination, Continued

13. Have the child involve his whole body in tactile awareness by practicing a relaxation exercise. Have the child lie eyes closed and face up on the mat with his arms by his side and palms up. Tell him to focus his attention on his eyes---to feel his mouth relax (you might mention that when relaxed, the mouth is slightly opened); next tell the child to relax his shoulder and neck muscles, to "feel" those muscles relax. Proceed in like manner down the rest of the body ending with relaxed toes. This exercise takes about ten minutes and is also used as an aid to induce sleep.

14. Have the child lie in face up and face down positions on the floor. Instruct him to press against the floor with every part of his body. When he replies that he is doing this, call out several body parts in rapid succession such as "head, elbows, knees, ankles" and ask if all of these are pressing. This exercise may also be done against the wall or another rigid surface.

MANUAL EXPRESSION

Definition -- The ability to express ones' ideas through meaningful movements of the motor system.

Example of Disability -- The child may not respond to such gestures as a head indicating yes by moving up and down or a hand waving "bye-bye", or the child may understand these gestures but be unable to use them to express his wishes.

Remedial Suggestions

1. Use finger play games--reference Finger Play Fun by Steiner and Pond-Published by Charles E. Merrill, 1970, Columbus, Ohio.

2. Make up simple stories and use gestures to illustrate actions. For example: One day I went for a walk (pat feet on floor) and saw a bird (wave arms as though flying)..... Also use songs such as "I'm a little teapot."

3. Play charades having the child act out a favorite role such as a mother baking a cake.

4. Name objects or activities and have the child pantomime these. For example something you do outside, etc.

5. Have the child pretend that he is kicking a ball, blowing up a balloon. bathing a dog, etc.

6. Show the child pictures of common objects and ask the child to show how they are used. For example, hammer, ball or doorknob.

Visual Skills

VISUAL COORDINATION AND PURSUIT

Definition -- The ability to use coordinated eye movements while following an object.

Example of Disability -- Child's eyes jerk or are unable to follow an object as it is moved across a spatial plane. The child may not be able to fixate his eyes upon a stable object or to read a line from left to right without jerky eye movements.

Remedial Suggestions

1. Hold two toys twelve to eighteen inches away from and in front of the child. Instruct him to reach forward and touch one, and then the other.

2. Have the child hold his head straight and still. Instruct him to follow with his eyes only as you roll a ball along a table top from left to right from the child's point of view. Have him follow a bead as it is pushed along a string without moving his head. Urge the child to try harder as the target is moved repeatedly. Do this exercise using the right eye alone, left eye alone and then both eyes together.

3. Repeat suggestion number one moving the target vertically. Do not allow the child to practice his errors. If there is no observable improvement within four to eight trials, it is doubtful that this training will be beneficial.

4. If improvement is not apparent after suggestion number one or two, use a penlight as the target and follow the same procedures in suggestion number one or two using the right eye alone, left eye alone and then both eyes together.

5. Ask the child to point to the target with his finger as he follows its movement with his eyes. Do this first with right eye only, then left eye only and then both eyes together.

6. Tell the child to put his finger on the penlight and to try to keep the light from moving as the light is moved horizontally and vertically.

7. Using a ball have the child place his palms flat against the ball and the teacher should place his palms flat against the other side of the ball. The teacher then begins to move the ball horizontally and vertically carrying the child's hands along with him. The child is encouraged to watch the ball as it moves. If by this point the child does not show improvement, he should be referred to an ophthalmologist.

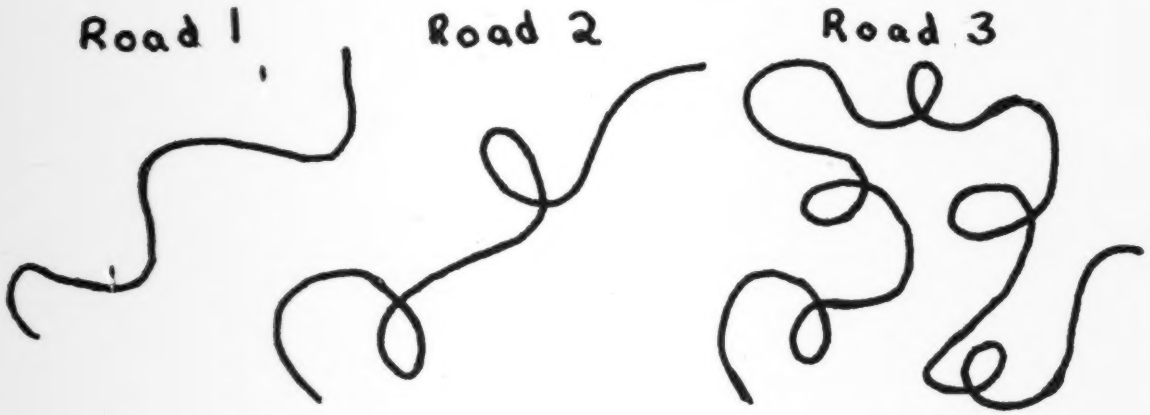
8. Repeat exercises one through six moving in a diagonal motion, a rotary motion and away from and toward the body.

9. Watch the child's eyes carefully and when he loses the target, stop the movement and ask the child, "Where is it?" "Where did it go?"

Visual Coordination and Pursuit, Continued

"Look at it." This will make the child aware that he is expected to see the target at all times. Do not continue an exercise when he is not fixated on the target.

10. Draw a "road" on the chalkboard using the flat side of the chalk. Have the child "drive" a small toy motorcycle along the road. A toy motorcycle is preferable to a car because it is more difficult.



11. Games such as volley ball, dodge ball and basketball are good for developing ocular pursuit skills.

12. Attach a tennis ball to a string suspended from the ceiling. Have the child reach out and touch the ball while it is standing still. Have him position his finger two or three inches from the ball before thrusting forward to touch it.

13. Attach a tennis ball to a string suspended from the ceiling. Have the child stand an arm's length from the ball as the teacher pulls the ball to one side and releases it. The child is told to reach out and touch it with his finger using only one movement; he cannot thrust his finger out and wait for the ball to hit it. Vary this activity by swinging the ball toward and away from the child.

VISUAL RECEPTION (DECODING)

Definition -- The ability to interpret what you see -- the ability to understand the meaning of what is seen.

Example of Disability -- Not only do letters and words mean nothing to this child but neither do symbols such as stop signs. This child will see little or no meaning in pictures.

Remedial Suggestions

1. Use listening exercises along with visual cues so that the child can use both senses.

2. Use the phonetic method in teaching reading.

3. Allow the child to use records and tape recorders in addition to books.

4. Cut pictures that begin with a single sound out of magazines and place a picture with the beginning sound letter at the top of a blank piece of paper. Have the child find other pictures that begin with the same sound to paste on the page. Have a page for each individual sound.

5. Take a walk and upon returning ask the child to draw a picture of something he has seen. When completed, ask the child to tell about what he has drawn.

6. Give the child a piece of paper with a single consonant sound written on it. Ask the child to draw a picture of something that begins with that sound.

7. Write two beginning sounds on the blackboard and pronounce one of them. Ask the child to circle the sound you make.

8. Use Kinesthetic letters.

9. Show the child a picture and ask him to identify everything in the picture that begins with a certain sound.

10. Provide a box of toys and have the child identify every toy that starts with the same sound.

11. When looking through picture books, ask the child to describe what is in the picture.

12. Tell the child what to look for in pictures. ("Find the little girl." or "Look at the wagon.")

Visual Reception (Decoding), Continued

13. Have the child describe what other children in the classroom are doing.

14. Place some small objects in a box (a paper clip, a button, a pencil and a ball) and have the child look at them for a minute and then tell what he saw.

15. Cut out pictures of similar objects from magazines. Have the child sort the pictures and describe them.

16. Make a daily weather chart and cut out words describing weather conditions (i.e., hot, cold, rainy, etc.) for the child to put on the chart.

17. Use dot-to-dot games and paint by number kits.

18. Ask the child to notice all of the signs he sees on the way to school and then make signs such as those he saw (Stop, For Rent, etc.).

19. Have two children face each other and look at each other carefully. Then have them turn their backs to each other and change two things about their appearance (i.e., mess up hair and untie shoes). When they turn back around, allow them a few minutes to decide what the other child has changed before telling you.

20. Play "I Spy".

21. Have the child sort objects by size, shape, color, texture, etc.

VISUAL MEMORY

Definition -- The ability to recall in any order prior visual experiences.

Example of Disability -- The child is unable to recall things he has seen. He may have trouble remembering words or letters he has just read.

Remedial Suggestions

1. Have the child survey a person in the room. Have him then leave the room and change an article of clothing, etc. Have the child tell you what has changed.

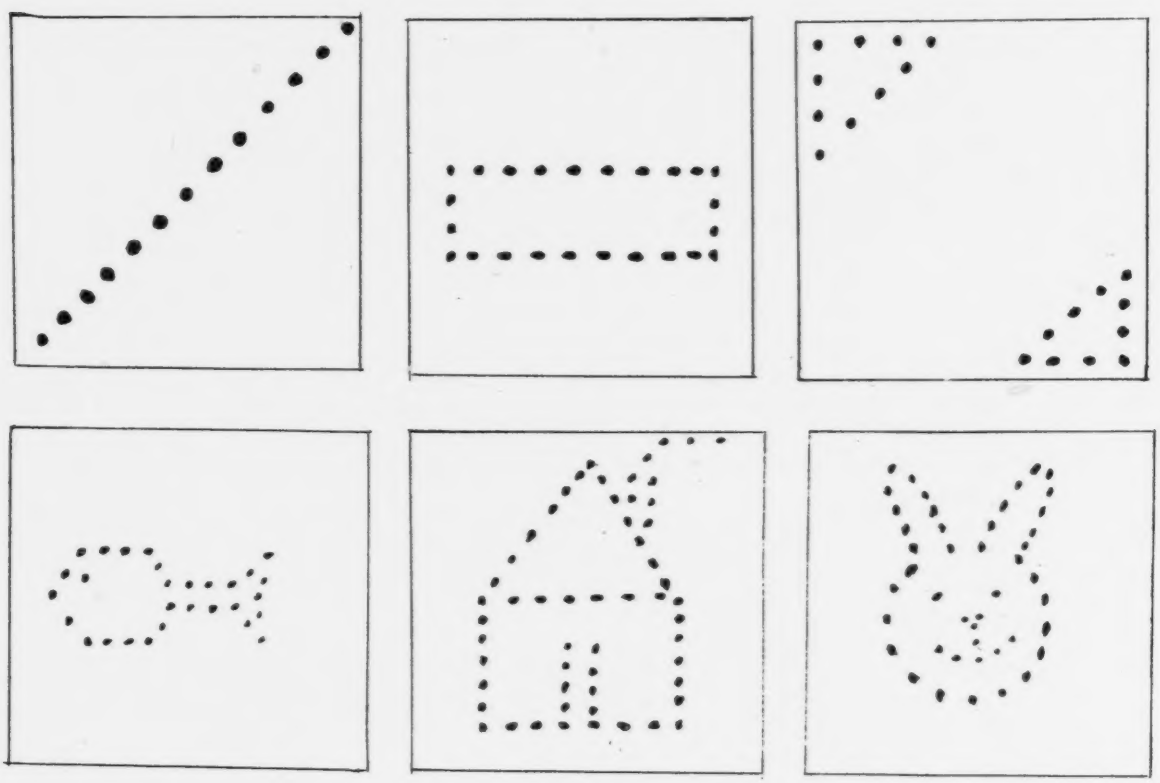
2. Have children stand in a row. Have one child view the order, then turn his back. Have the others scramble and some leave the room. Have the child identify those missing.

3. Flash a picture to the child, then take it away and show him another. Ask him if this is the one he saw before.

4. Flash a picture to the child, then take it away and show him several. Ask him to find the one he saw before.

5. Using a tachistoscope, flash shapes on the board and ask the child to identify or match the shape he saw.

6. Show the child pegboard designs. Allow him to study them and then reproduce them on his own on pegboards.



Visual Memory, Continued

7. Show the child a tray of objects. Remove it and take away one object. Then replace the tray and ask the child to identify the one that is missing.

8. Have the child play "Concentration" or "Old Maids".

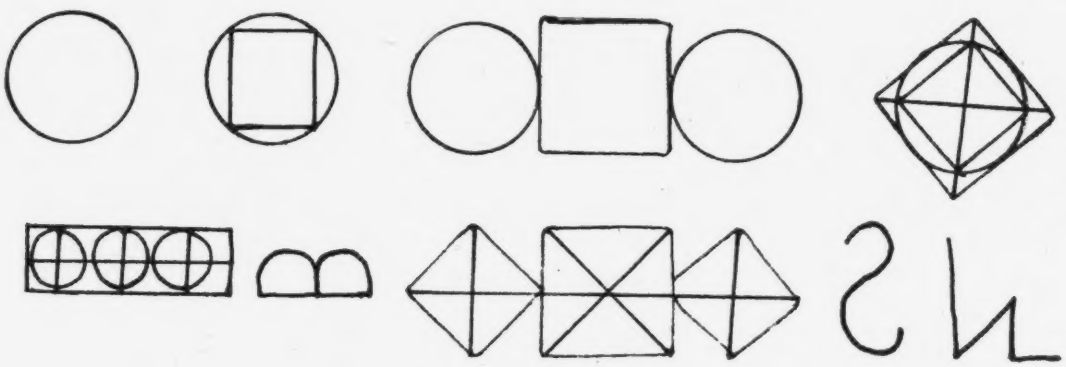
9. Ask the child to look around the room and then ask him to tell you what he saw.

10. Ask the child questions about his visual environment such as, "What color is your living room rug?"

11. Arrange several objects in front of the child and project one on a screen with an opaque projector. Then have the child find the one you projected on the tray.

12. Ask the child to view a tray of objects and then name the objects upon removal.

13. Using small chalkboards draw designs or shapes and have the child reproduce them upon removal.



14. Place tactile-kinesthetic cards with each child's name on it on his desk to help him learn his name and the names of others.

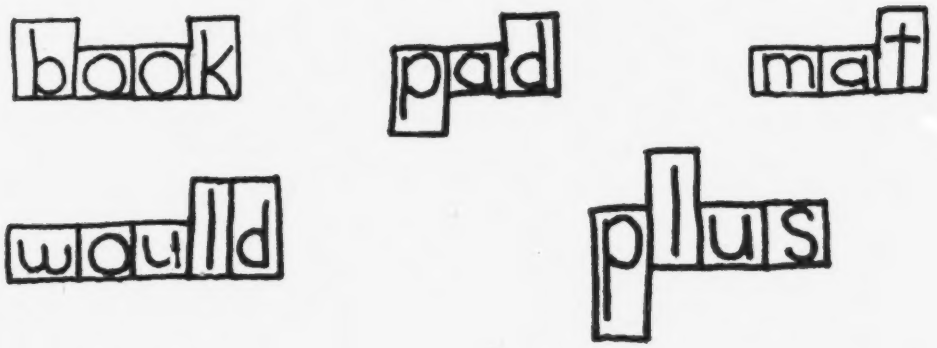
15. Have the children swap cards later and have the child return them to their proper owner.

16. Attach word cards to objects in the room such as "door", "window", etc. Later remove them and have the child reattach them after tracing and naming them.

17. Provide verbal descriptions of letters and words the child has trouble with such as, "S looks like a snake and sounds like the first letter in snake."

Visual Memory, Continued

18. Call attention to configuration of letters and words.



19. Provide the child with kinesthetic, auditory and tactile cues along with the visual cues.

20. Make letters on charts or board work clearly defined and highlight difficult ones with colors or larger type. Avoid small type altogether.

21. Present the child with kinesthetic letters to trace. Flash a letter on the screen and have him find, trace and name the letter from several others before him.

22. Have the child trace and say flash cards with letters, numbers and words printed on them.

23. Present the child with sets of words, one spelled correctly, one incorrectly, such as street--steret. Ask the child to mark the correct one after studying a flash card of the correct spelling.

24. Have the student match like words, letters and numbers on flash cards.

25. Write experience stories using flash cards to teach sight vocabulary from the words listed in the stories.

VISUAL SEQUENCING

Definition -- The ability to correctly visualize or reproduce in order, stimuli presented visually.

Example of Disability -- The child will be unable to spell words, write the alphabet from a to z or write numbers in a progression. He may be unable to arrange pictures in the correct sequence, to tell a story or to recall the order of objects he has seen. He may also confuse words in sentences.

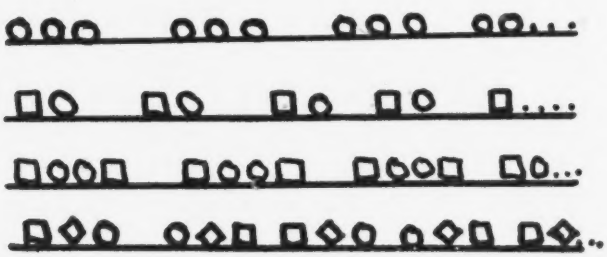
Remedial Suggestions

1. Ask the child to watch a series of hand signals, such as making a fist, holding up three fingers and then one finger. Then ask him to reproduce it.

2. Have the child arrange sequences of colored beads on a string. Have him study them, then jumble them up and re-string them.

3. Have the class line up in a specific order. Study the line-up, then jumble them up and have the child put them in order.

4. Prepare patterns of figures on cards. Show them to the child and have him reproduce the pattern, such as:



5. Have the children make paper chains in patterns and repeat the pattern.

6. Arrange various objects in front of the child in a particular order; have him arrange them in sequence when they have been removed.

7. Arrange pictures in front of the child, remove them and ask him to place them in the same order again.

8. Have the child trace patterns and designs, and have him copy them from memory in correct sequence.

9. Arrange color cards in various sequences, remove and have the child reproduce them in sequence.

10. Cut out comic strips and jumble the frames up. Have the child place them in correct sequence. Also use nursery rhymes.

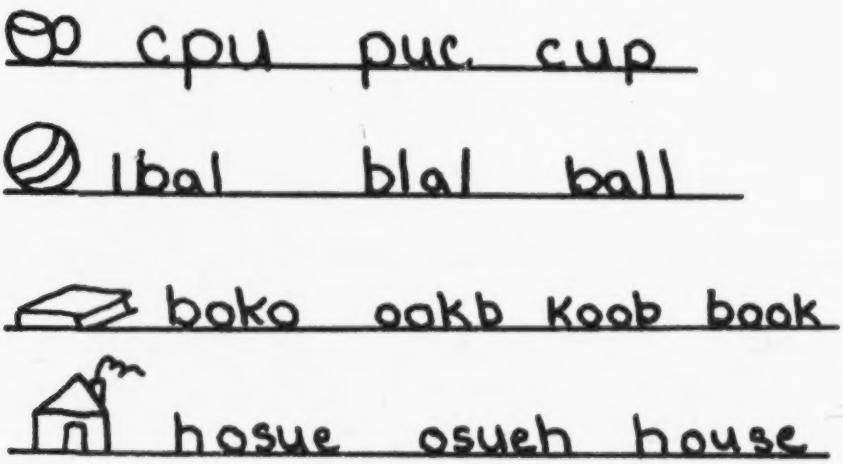
11. Give the child four or five short sentences which tell a story. Cut them into strips for him to arrange.

Visual Sequencing, Continued

12. Using tactile letters, have the child place them in alphabetical order.

13. Using tactile numbers, have the child place them in progressional order.

14. Pair sets of words, correctly and incorrectly spelled, with a picture and have the child point out the word that is spelled correctly.



15. Using tactile letters, write the child's name. Have him copy it until he has learned it. Rearrange the letters in improper sequence and have him correct it.

16. With word-symbol cards have the child trace the words in correct sequence. Then have him make the word and correct any mistakes.

17. Show the child words which are misspelled. Have him rewrite the words in correct order.

18. Show the child words in a sentence in incorrect sequence. Have him place them in correct order.

VISUAL-FIGURE GROUND DIFFERENTIATION

Definition -- The ability to perceive an object from its background in its entirety.

Example of Disability -- The child may be unable to sort out a word or paragraph on a page. He may be unable to catch a ball. His attention span may be easily distracted and he may appear disorganized.

Remedial Suggestions

1. Encourage activities which force the child to shift his attention and to ignore irrevelant stimuli.

2. Have the child point out various categories of objects in the room.

Find everything in the room shaped like a circle.
Find everything in the room that is red.
Find everything in the room that you can wear.
Find everything in the room that you can use to write with.

3. Have the child find a round button in a box of square ones, a red marble in blue ones, etc.

4. Have the child sort objects such as shapes, forms, colors, textures, etc.

5. Ask the child to sort through objects in a box and pick out various objects.

6. Take the child for walks, asking him questions about the visual environment such as, "See the white dog?", etc.

7. Work with the child to build model cars or airplanes.

8. Have the child look at photographs and pick out various objects in the pictures.

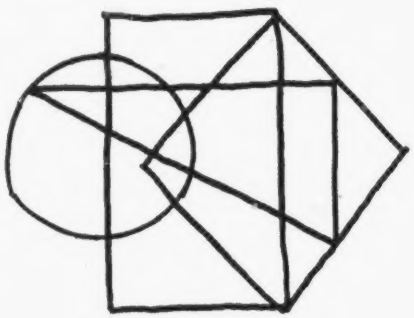
9. Have him work picture puzzles naming various objects on each piece.

10. Cut out persons and objects from magazines. Replace them on the backgrounds as a puzzle.

11. Use "hidden picture" games in children's magazines.

Visual-Figure Ground Differentiation, Continued

12. Draw overlapping figures and designs for the pupil to trace with different colored pens.



13. Cut out shapes of geometric forms, animals or flowers and paste them on white paper.

14. Shade and color over words and letters or draw heavy black lines over them. Have the pupil read them. Use words from his sight word vocabulary.

15. The use of a study carrel or "office" could be used to reduce stimulation when work which requires concentration is being done.

16. Describe a "lost child" to a child designated as "policeman". Then have him find the lost child in the room.

VISUAL FORM DISCRIMINATION

Definition -- The ability to differentiate between forms and shapes in the environment through use of the visual channel.

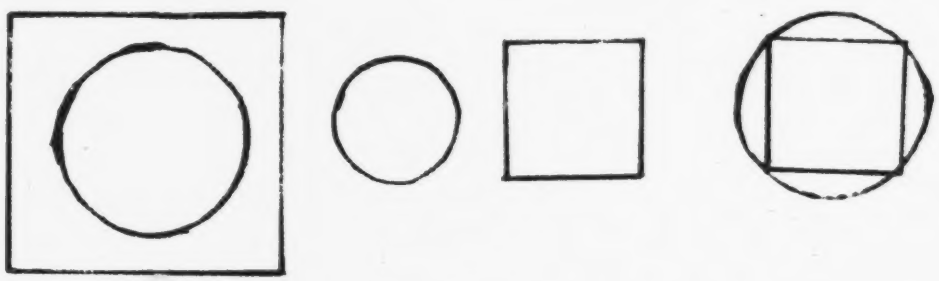
Example of Disability -- The child is unable to pick out all of the square-shaped objects in a room. He is unable to see the likenesses or differences in the room.

Remedial Suggestions

1. Have the child sort buttons into an egg carton. Provide gradients in size as well as in shape. Have the child sort all of the square buttons, all of the round buttons, all of the large buttons and all of the small buttons.

2. Have the child walk along geometrical shapes (circle, square or diamond) made with adhesive tape on the floor. Emphasize the round or angular motions.

3. Prepare a work sheet with varying sizes of squares and circles on it. Show the child what a square is and ask him to outline all the squares first with his finger and next with a crayon. Ask the child to do the same with the circle. Repeat this exercise with triangles, rectangles, and other geometric forms.



4. Cut out from magazines and catalogs as many pictures as you can find of several animals (i.e., cats, dogs, monkeys, bears). Ask the child to sort through the pictures and find all of the dogs (cats, etc.). He should recognize that although one picture shows a dog sitting and another shows a dog eating, both are dogs.

5. Have several, different sized balls placed around the room and ask the child to find all of the balls. Repeat the same exercise with boxes ranging in size.

6. Provide the child with a set of wooden geometric forms. The teacher shows a form (diamond) and the child must locate a similar form in his set.

7. Draw a geometric form on the blackboard and have the child find the shape which matches it.

Visual Form Discrimination, Continued

8. Compare apples and oranges to circular forms; windows and tables are like rectangles.

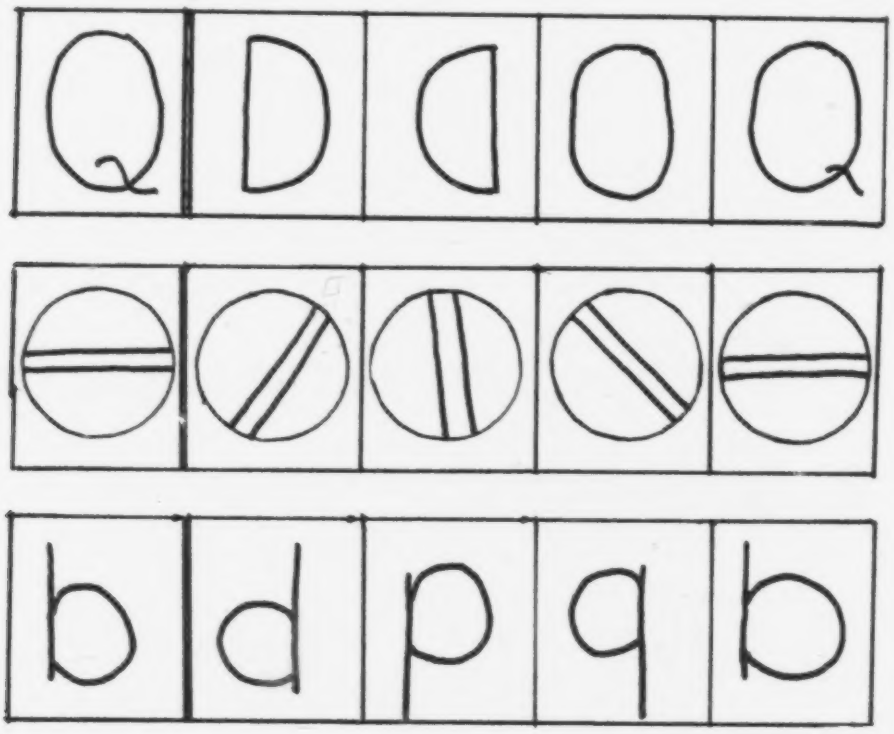
9. Provide puzzle pieces one at a time and ask the child to identify the whole object from the one clue---add pieces until he can see the whole. Puzzles involving a mannequin form are the most useful.

10. Cut out a picture the child has selected from a magazine. Draw with heavy, black lines divisions on the picture and have the child cut out the pieces along the lines which you have drawn. When the child has completed cutting out the puzzle, have him reassemble the pictures.

11. Pegboard exercises. First using a model pegboard, the child copies the pattern from the model. Next the child is only allowed to glance briefly at the model before reproducing the pattern on his own board.

12. To begin teaching the child to reproduce the forms himself, provide templates cut in geometrical shapes.

13. Present exercises with a shape at the left margin of the page and three unlike and one-like shape in a row next to the right margin. Have the child look at the first shape and then through the remaining four shapes and circle the shape exactly like the first.



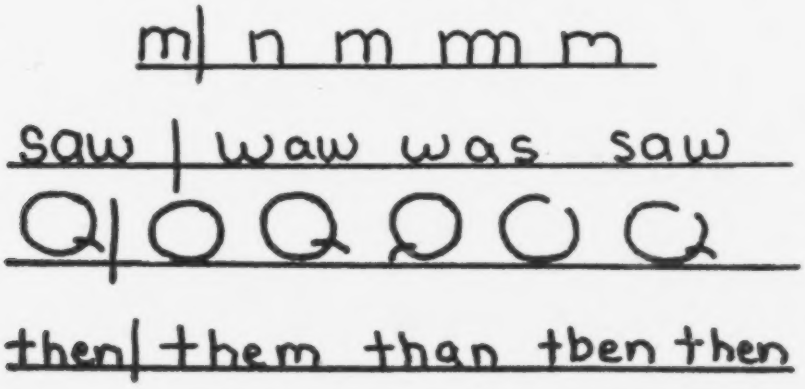
VISUAL CLOSURE

Definition -- The ability to recognize a whole figure from a part of the figure.

Example of Disability -- The child is unable to look at part of a puzzle and tell what it is. He cannot supply the missing letters in a word. He may be unable to complete drawings or to tell what is missing in a drawing.

Remedial Suggestions

1. The teacher should emphasize visual learning techniques and pay close attention to detail.
2. The child's vision should be examined to rule out impairment.
3. Have the child examine various objects and discuss their appearance in detail.
4. Use stories to be read and discussed by the child.
5. Have the child match objects by various details such as shapes, colors, etc.
6. Play "I Spy".
7. Have the child match letters, numbers, shapes and words.



8. Show the child pictures with missing parts and have him tell you what is missing.

Visual Closure, Continued

9. Give the child drawings of cats, cups, people or clothes and have him fill in the missing parts with a pencil.

10. Have the child look at partially completed picture puzzles and tell you what is missing; then have him complete the partially worked puzzle.

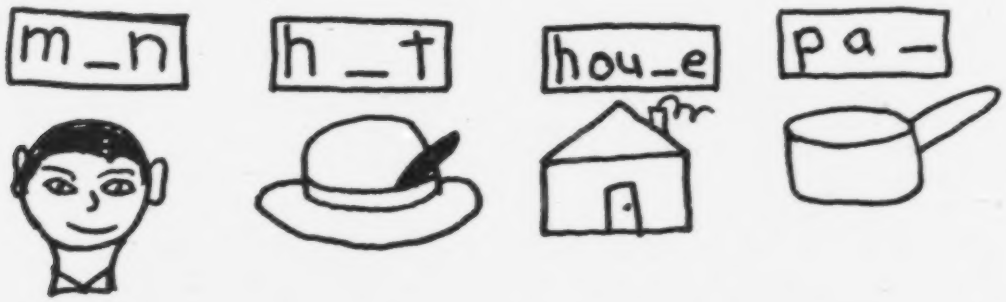
11. Have the child work puzzles from the beginning without assistance.

12. Have the child spot partially hidden figures in drawings, such as fish, dogs, etc.

13. Have the child work dot-to-dot pictures and try to identify them before they are completed. These could be letters or numbers as well as pictures.

14. Cut out letters and numbers from construction paper. Cut these into pieces. Have the child assemble them to form the letters and then name them.

15. Write words on construction paper leaving out various parts. Have the child identify and supply the missing parts.



16. Have the child work crossword puzzles beginning with simple ones. Gradually make them more difficult.

17. Using compound words, ask the child to find smaller words in the larger ones.

watermelon telephone somewhere anybody

butterfly milkman buttermilk everyday

Auditory Skills

AUDITORY RECEPTION (DECODING)

Definition -- The ability to comprehend spoken language.

Example of Disability -- Since a child must hear and interpret language, he may not use meaningful spoken language. He may gesture or use broken sentences. He may know only a few nouns and may not understand words which represent concepts or emotions. Conjugation of verbs may also be absent. Reading is usually very poor.

Remedial Suggestions

1. Developing the child's auditory language is the first and most important step. It is best to catch the child's problems as early as possible and begin training even in the second year of life.

2. The child must hear words and acquire their meanings even if he does not respond verbally. It is important to continue to talk to the child even if he fails to reply. Try to use language on his level of understanding.

3. Before giving a child directions be sure he understands all the words in the sentence, such as nouns "ball", "book", etc. Then give him even, short directions such as, "Throw the ball." If he fails to respond, repeat the directions while showing him what to do.

4. Keep all remarks to the child as short as possible to avoid unnecessary confusion. Do not put more than one concept in each phrase.

5. Ask the child very short questions to which he can respond with a yes or no answer such as, "Is the ball blue?", "Is Sally there?"

6. Give the child as many visual cues as possible and try to provide concrete objects when teaching. Use gestures, pictures or written words to get across the definitions of words.

7. If the child has trouble using words in context, pull them out and teach them by themselves. Later reintroduce them in context. Repeat the words often.

8. Read short stories with short, one-concept sentences orally to the child. Go back over the occurances of the story and then allow the child to retell it, if possible. Quiz the child over what has happened in the story.

9. Give the child short, easily accomplished verbal directions in such games as "May I", "Simon Says" and "Hopscotch".

10. Use "FingerPlays" to establish listening habits.

11. Give the child short, nonsense phrases to identify such as, "Bears talk", etc. Ask the child to tell why that does not make sense.

12. Have the children make up riddles about objects for the others to guess (i.e., "I Spy").

Auditory Reception (Decoding), Continued

13. Ask short questions about everyday objects such as, "What do cats chase?"

14. Have the child identify nonsense words in a sentence and complete the sentence with the correct words such as, "I eat with a chair." -- "I eat with a (spoon)."

15. Play "Birds Fly". The leader names animals while the students stand flapping their arms when they hear the names of animals that can fly, such as butterflies, ducks, etc.

16. Give the child oral directions for drawings to follow.

1. Draw a house.
2. Draw a tree beside it.
3. Draw clouds in the sky.
4. Color your picture.

17. Identify nonsense words in sentences which sound very much like the right words such as, "May is cooking dinner in the kitten." (Kitchen)

18. Use experience stories to help build the child's vocabulary, both speaking and sight.

My New Puppy

My Daddy gave me a little puppy. His name is Adolph, and he is fuzzy and gray. The first night he cried until my mommy gave him some warm milk. I love my puppy.

19. Have the children play musical chairs by passing a ball around a circle and stopping when the sound ends.

20. Have the child listen to voices on a tape recorder and identify the voices.

21. Fill containers up with different materials and shake them. Identify the material.

AUDITORY DISCRIMINATION

Definition -- The ability to distinguish similarities and differences in sounds presented auditorily.

Example of Disability -- The child may be unable to tell the difference in sounds which are alike. He may be unable to distinguish similar parts of words or to follow a sequence auditorily. He may also be unable to divide words into syllables or to blend sounds.

Remedial Suggestions

1. During quiet periods, encourage the child to remember all the sounds he can hear in the room.
2. First have the child compare and distinguish between two sounds presented together such as crushing paper, knocking on wood, whistling, etc. Have him identify the sounds.
3. Have the child recognize the differences between loud, soft; high, low; or first and last sounds.
4. Have the children imitate human sounds such as laughing, crying, singing, etc.
5. Play "Simon Says" where the child has to imitate speech sounds or animal sounds in order to move.
6. Tape record the voices of friends and have the child identify the voices.
7. Have him describe the sounds made by animals, bells, buzzers, whistles, etc. Use a tape recorder to record his sounds.
8. Dramatize sounds such as "s", the steam kettle or "t", the clock ticking.
9. Use symbol cards and pictures with visual cues to help teach sounds. Have the child listen for a sound and then select a picture which represents the sound. (Train, bell, etc.)
10. Have the child listen for differences in words which sound alike such as:

cap-cab	sick- trick
goal-gold	tool-cool
fret-threat	suck- sock

Auditory Discrimination, Continued

11. Have the child sustain the sound of a consonant such as "m" or "s" and say other sounds to him while he makes the consonant sound. Have him stop when you say the sound he is making.

12. Have him sort pictures according to the sounds he hears at the beginning, middle or end of the name of the picture.

13. Make sound booklets, selecting pictures which start with the same sound.

14. Collect objects which start with the same sounds.

15. Have the child listen to lists of words while concentrating on one sound. Have him signal when he hears the sound.

Sound - L	Sound - t
collar	whistles
ballad	bell
camp	tick
sing	word

16. Draw the child's attention to the position of his mouth and lips when forming a sound.

17. Give the child a word and have him give as many words which rhyme with it as possible.

18. Give the child a word and have him give as many words as possible which have the same middle sounds, ending sounds or beginning sounds.

may	steam
play	state
stay	stay
day	store
tray	stack

Auditory Discrimination, Continued

19. Play Phonetic Quizmo -- J. L. Hammett Company.

20. Play games of being animals. Have all the children make sounds like ducks with the exception of one chicken. Have one child come in from outside to identify the chicken.

AUDITORY MEMORY

Definition -- The ability to recall in any sequence material presented through the auditory channel.

Example of Disability -- The child cannot remember names of classmates or teachers. He is unable to remember directions. He may be unable to supply a word in a well known nursery rhyme.

Remedial Suggestions

1. Provide the child with as many visual cues as possible. Associate these with the auditory channel to increase it. For example, have children follow a book, while hearing it read or have them read outloud.

2. Record various environmental sounds and ask the child to identify these one at a time.
   rapidly turn the pages of a book
   car engine running
   pencil sharpening
   cough
   clap hands
   walking
   running
   telephone ringing
   door slamming

3. Play various instruments, such as a bell, drum, horn, etc. Play one instrument and ask the child to identify the one played. Then increase the number, but do not stress the order for recall.

4. Have the child identify various animal sounds.

5. Have the teacher turn her back and clap her hands twice, slap her knees three times, etc. Then have the child imitate the sounds.

6. Give the child a list of nonsense syllables. Repeat the list, leaving out one syllable. Have the child identify the one left out.

bol	mar	sag		
pmr	ser	sud	fin	
des	bam	soh	fak	ced

7. Give the child a list of words, related or unrelated. Leave out one word on the second presentation and have the child supply the missing word.

ball	hat	glove	go		
man	bar	sit	finger	done	
that	house	agree	yell	all	
bell	sell	tell	fell	dell	yell

8. Have the child take the roll every morning to find out who is absent.

Auditory Memory, Continued

9. Have the child listen to a record or the radio each day to obtain specific information, such as the weather forecast.

10. Ask the child general information questions about recent events such as, "What did you wear yesterday?" or "What did you have for breakfast?".

11. Have the child associate the letter sounds with the letter names.

12. Have the teacher give the letter sounds while the child supplies the letter names.

13. Have the children tell news stories they read. Emphasis should be placed on the over all story and not on the sequence of events.

14. Put several objects on a table, the names of which contain sounds such as "ch", "st" or "at". Give the child thirty seconds to find the objects with one of these sounds in its name. Then have him repeat the sound and name the object.

15. Play the restaurant game. One child plays the waiter and must remember the orders to give to the chef.

AUDITORY SEQUENCING

Definition -- The ability to recall in correct sequence material presented through the auditory channel.

Example of Disability -- The child is unable to recall events of a story in correct order or the verses of a song in correct sequence. He may confuse the order of the letters of the alphabet or in words such as "tca" for "cat" when responding verbally. Emphasis is placed on the recall of the proper order.

Remedial Suggestions

1. Have the child listen to the chimes of a clock and then tell what time it is.

2. Tell the child very short simple stories such as:

Mary went to the store. When she got there, she found the store was closed.

My cousin and I are going to the zoo. There we will see lions and tigers. We will buy popcorn to feed the monkeys.

Cindy was in the fifth grade at Johnson School. She was unhappy because her parents were moving to another school. She asked her parents not to move but her father had a new job in another town. When she moved, she found many new friends and was happy at her new school.

Have the child relate the events of the story back to you in correct order. Gradually increase the length of the story.

Auditory Sequencing, Continued

3. Beat out rhythms on a drum and have the child copy them. Start with very short rhythms and increase them gradually.

4. Tap on a table top and have the child watch, listen and count aloud as you tap. Ask him how many times the table was tapped. Then have him close his eyes and count aloud while you tap. Then have him simply watch and listen. Finally, have the child close his eyes and listen only.

5. Have the child learn short nursery rhymes and repeat them.

6. Have the child follow short lists of directions and gradually increase the length.

   a. Example of short lists of directions
      (1.) Go to the door
      (2.) Give me the pencil
   b. Example of longer lists of directions
      (1.) Put the pencil on your ear
      (2.) Then close the door
      (3.) Then go to the window and open it
      (4.) Then sit down in your seat

7. Have the child learn short poems to repeat. Oh What Nonsense, by William Cole has some excellent ones:

A Thousand Hairy Savages

A thousand hairy savages
Sitting down to lunch
Gobble, Gobble, Glup, Glup
Munch Munch Munch

Jumble Jingle

Pick a stick up
A stick up now pick.
Let me hear you say that
Nine times quick.

Auditory Sequencing, Continued

Order in the Court

Order in the court,
The judge is eating beans
His wife is in the bathtub,
Counting submarines.

8. Have the child learn short songs including simple terms. Gradually add subsequent verses.

9. Have the child say the alphabet through; then isolate three letters such as "pqr" and give these to the child leaving out the middle letter (p-r). Require the child to supply the missing letter. Do the same with several words.

10. Have the child count from one to twenty and follow the above procedure for letters with numbers.

11. Give the child a series of short, easy sentences to repeat in order. Gradually increase the difficulty by adding more words.

    a. My dog is brown with black spots.
    b. I went to the store yesterday but the store was closed.
    c. The girl with the pigtails is wearing a green dress with a white collar.
    d. The ball bounced down the driveway into the street before coming to a stop before the parked car.
    e. The school play this Christmas is about Santa Claus and his helpers and the reindeer who would not fly.

12. With several children, have the first child start a story with one sentence. Have each child repeat the previous sentence and add a sentence to complete the story.

13. Have the children repeat a series of sounds in the environment. (Knock on door, sharpen pencil, etc.)

14. Have the children repeat lists of rhyming words.

ball	cold	rat
fall	bold	fat
call	old	cat
hall	mold	sat
tall	sold	mat
	told	pat
	fold	bat
		that

Auditory Sequencing, Continued

15. Have the child repeat lists of unconnected words.

    ball, cat, go, with
    see, come, two, can, hat, felt
    cry, big, book, would, nice, bar, single

16. Have the children repeat sentences, rhymes, number series and related and unrelated words into a tape recorder after the teacher has recorded the proper sequence. Have the child listen to both recordings and correct errors.

AUDITORY-VOCAL ASSOCIATION

Definition -- The ability to respond verbally in a meaningful way to spoken words.

Example of Disability -- The child is not able to complete simple sentences or to respond to analogous statements. This child frequently does not understand verbal directions and will not respond with the correct answer to a verbal question.

Remedial Suggestions

1. Provide visual cues to reinforce the spoken word. When the teacher is talking about the zoo, have pictures ready to illustrate the discussion.

2. Ask the child to listen to three words at a time and to tell which two go together. Cut pictures of the objects out of catalogs or magazines and provide the child first with them, and then have the child listen (without the pictures) and tell which two go together. i.e.,

cup	saucer	book
comb	brush	banana
dog	fireplace	cat
salt	ball	pepper
sink	table	chair
nickel	tooth	penny

3. Provide opportunities for the child to make sounds involuntarily by providing him with meaningful play. Repeat the words he says and encourage him to say them again.

4. Using a game such as the Classification Game or pictures cut out of magazines, have the child show you all the things that go in a zoo, in a grocery store, in the bathroom, etc. Discuss each item as it is identified.

5. Match similar or like objects while listening to a verbal description of them. After this is accomplished, have the child name the object which has been described.

6. Tell a story about a picture but add an item or two not shown in the picture. Have the child examine the picture while listening and tell what is missing.

7. Have the child name all the things found in a zoo, grocery store, bathroom, etc. Make a list of the items he names so the child can see his accomplishments.

8. Record many of the sessions with the child such as number seven. Then have the child listen to and analyze the session.

Auditory-Vocal Association, Continued

9. Read simple, incomplete sentences to the child and provide a picture of the word he should furnish. For example say, "I like to put jelly on my _____." Show the child a picture of toast to which he should say "toast". A variation of this is to give the child three or four different pictures and have him select the correct answer at the same time he names it.

10. Use word associations. Have the child name all of the things he can think of when you say, "mommy", "money", "candy", etc. Keep a list of his responses so that he can see his progress.

11. Pick a different child each day to be the official announcer. Have the child listen as you tell him the announcements which he then tells the class. Begin with simple announcements and then proceed to more complex.

1. Today is Monday.
2. It is cold outside.
3. We will have music at 9 o'clock.
4. Our art teacher is not here today because he is sick.

12. Provide a box with different objects in it. Have the child reach into the box and grab an item. He then must tell in as much detail as possible what he has drawn.

13. Teach the child to listen to beginning words in order to complete such sentences as, "My name is _____.", "My hair is _____.", "The color of my house is _____."

14. Play question games with leading questions such as, "It is cold, tastes sweet and comes in a cone.", "It is soft, warm and you sleep on it."

15. Have the child listen for a weather forecast on the radio. When he hears the forecast, he should tell you what the weather will be like.

SOUND BLENDING (AUDITORY SYNTHESIS OR ANALYSIS)

Definition -- The ability to smoothly combine all the sounds or parts of a word into the whole.

Example of Disability -- The child may often misspell words, leaving out parts. He will be unable to smoothly pronounce all syllables of a word without breaks between them. He may be unable to recognize that the same sounds appear in many different words and will be unable to rhyme, etc.

Remedial Suggestions

1. Check the child's auditory discrimination abilities and give training in this area if necessary.

2. Have the child count the number of syllables in a word while you say it slowly. A good cue for this is to have the child put his hand under his chin and say the word. Have him count the number of times his hand and chin touch to get the number of syllables.

3. Have the child listen to the word while you say it in parts such as, bas-ket-ball, pen-cil, etc. Have the child point to the objects in the room and say the name.

4. Provide visual cues such as flash cards with the words printed out on them. Pick words from the child's reading vocabulary in which there is a close letter sound relationship.

5. Say a list of words to the child by syllables. Have him say it back without breaking for the syllables. Record the words and have the child record his responses.

6. Have the child look at a list of words which begins with the same sounds. Say them out loud to him and ask him if he hears anything that is the same in the words. Use both beginning, medial and ending sounds.

7. Have the child count the number of sounds in a given word by saying it very slowly and making a mark on paper for each sound. Then repeat the word to him slowly, sound by sound, and have him blend them together.

8. Have the child record a story written with familiar words. Follow the story by having the child identify words which are difficult for him to blend. Have him repeat them into the recorder.

9. Show the child pictures of several objects. Say the name of one of the objects, sound by sound, so that the child has to blend them in order to find the correct picture.

Sound Blending (Auditory Synthesis or Analysis), Continued

10. Give the child a stimulus word such as sail and have him supply other words with different beginning, middle or ending sounds.

sail	fail
sat	fool
same	fuel
sage	foal
sack	fill

11. Use kinesthetic letters to spell words beginning with sustained consonants such as s or m. Have him say the word slowly as you separate the letters on the table before him. Take the first letter and as you say it, move it toward the second, then toward the third, etc. Encourage the child to both look and listen. Then ask him to do it.

12. Choose multisyllable words from the child's sightword vocabulary and write them on flash cards. Give him a card with only the first syllable on it and then have him select the last syllable from three or four cards. Have him say it aloud as he tries to find it.

Conceptualization Skills

GENERAL INFORMATION

Definition -- The ability to acquire, understand and utilize general or commonly known facts drawn from education and experience.

Example of Disability -- The child cannot answer questions so simple that the answers are often taken for granted such as, "How many hands do you have?" or "Where do eggs come from?".

Remedial Suggestions

1. Encourage the child's desire to learn by making learning fun rather than a strictly disciplined task.

2. Review basic concepts learned earlier.

3. Encourage the home to have mealtime discussions, to take family trips and to provide and encourage some reading at home.

4. Have "Show and Tell" everyday. Some days tell the children the types of articles to bring. For example, share things found in the yard or things children wear to stay warm.

5. Take the children on as many field trips as possible, to parks, museums, industries, etc. Organize a list of things to look for and have the children work in small groups to see the things on the list. On your trip to the park, look for:
    1. Five different kinds of trees.
    2. Ducks, squirrels, rabbits.
    3. The PAVILION.
    4. Things you can ride on.
    5. Five or more games people are playing (golf, tennis, etc.).
    6. Different kinds of food people have brought for their picnics.

6. Invite speakers from different vocations to address your class. Have a fireman, a policeman, a grocer or a doctor come. Know the professions of the children's fathers or mothers and invite them to speak. The busy lawyer who has a son in your class will ususally enjoy donating an hour to talk to his son's class.

7. Have books and magazines available to your class. Have at least one stack of magazines that the children can feel perfectly free to look at and to cut interesting pictures from. Let the children share the pictures they think are best with the rest of the class.

8. Take walks within the school neighborhood. Teach the names of the streets and the meanings of stop signs, etc.

General Information, Continued

9. Give more individual time to the child with a deficit in general information. When he wants to share something with you only, listen and spend a little time talking with him. Also take time after assigning a lesson to make sure that this child understands the assignment.

10. Be sure that such concepts as days of the week, months or coin values have been learned.

11. Be aware of children's special programs on television and have directed viewing of them. Let children share comments on interesting programs they saw at home.

12. Plan individual projects such as growing a sweet potato vine, and have the child discuss the project.

VOCABULARY

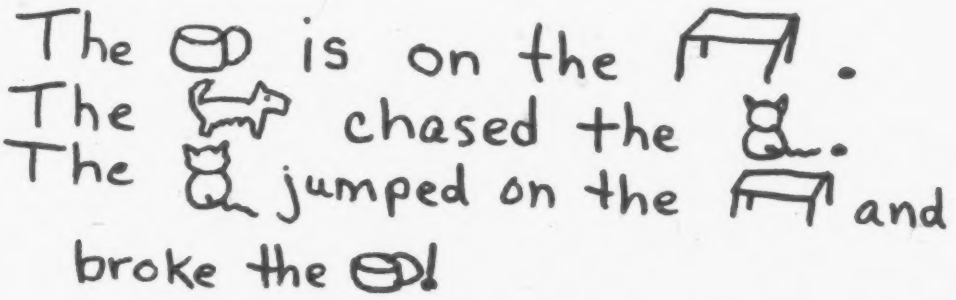
Definition -- The ability to understand the meaning of words.

Example of Disability -- The child may misuse words in everyday speech. The child may have difficulty understanding directions either oral or written because he does not know what certain words mean.

Remedial Suggestions

1. Encourage expressions of ideas through oral and written assignments.

2. Use rebus stories.



3. Ask the child to name different qualities such as size, shape, color or use of various classroom objects.

4. Show and tell sessions are especially beneficial.

5. Use Classification games. Have the child cut pictures out of magazines and catalogs. Have him find pictures that go in a kitchen, in the bathroom, in the living room, etc.

6. Expose the child to nature-related objects. Relate classroom projects to animals. For example, have an ant farm; hatch eggs in an incubator; raise tadpoles; visit a farm; go fishing; visit a park; etc.

7. Keep track of television specials of interest to children. Have the child watch the program and describe it the next day.

8. Provide a WORD-A-DAY. On the blackboard introduce a new word each day, discuss the meaning of the word, and have the child come to you during the day to tell you a sentence showing that he knows what the word means. When the child has shown proficiency in handling the word, add it to a weekly list of words he has mastered. Provide time during the week for the child to review the words and to show that they are still a part of his active vocabulary.

9. Introduce dictionary work.

Vocabulary, Continued

10. Make a picture dictionary.

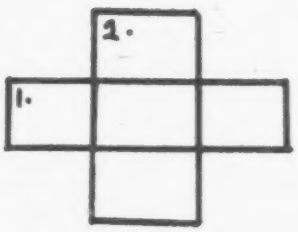
11. Play guessing games in which the child must describe an object he is thinking about or sees.

12. Provide vocabulary lists with definitions when introducing new units in science, arithmetic, history, etc.

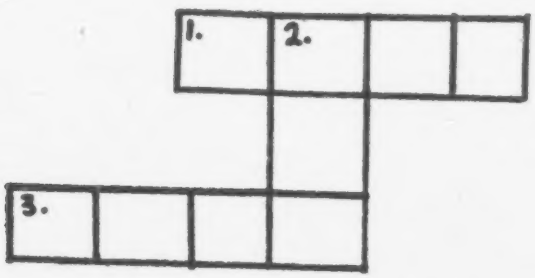
13. Assign readings and have the child explain what happened in the stories.

14. Use crossword puzzles of gradually increasing difficulty.

Across:
1. Moo's and gives milk
Down:
2. Barks



Across:
1. you can roll it or bounce it.
3. you play in it on the beach.
Down:
2. Billy ___ Bob play together.



15. Teach the parts of speech and emphasize their use in our language.

16. Discuss and teach the meanings of abstract words such as love, hate, friendship, sad, funny, etc.

COMPREHENSION

Definition -- The ability to understand and to use sound judgement in common-sense situations.

Example of Disability -- The child may show little or no common sense. Rather than turn the heater down, he may open a window to cool the room. He generally does not learn from past experiences and although he fell when running on ice, he will probably continue to run on ice, etc. He may depend upon others to make even the most simple decisions for him.

Remedial Suggestions

1. Assign minor classroom responsibilities to the child such as feeding gerbils, going after the morning juice or milk, etc.

2. During individual sessions and also during group discussions emphasize "why" things are as they are and ask many questions of this type.

Why does it get dark outside when it rains?
Why do we need classroom rules?
Why do parents worry about their children?

3. Guide the child in cause and effect relationships (i.e., Explain that if he touches the flame in a candle he will be burned and let him hold his hand near enough to the flame to feel the warmth but not near enough to be burned).

4. Let the children develop a list of cause and effect relationships (point out those that occur in class, for example, "When the bell rings, we put up our books.") and have them draw pictures about the relationships and discuss their pictures and lists in class.

5. Have the child cut pictures from old magazines and catalogs showing different types of accidents. Let them share these pictures and help them discuss what possibly could have been done to prevent the accident and what should be done now that it has occurred.

Comprehension, Continued

6. Tell simple, short cause and effect stories leaving off the last step(s) for the child to finish.

John went fishing. He put a worm on his hook and threw it into the water. What happened next?

Mary saw a tiny kitten in a tree. It could not get down, and it was too high for Mary to reach. What happened next?

John saved his money to buy a special kite. When he had enough money, he went to the store. On a shelf near the kite was a bright red car. John thought, "Wow, I sure would like to buy that!" What happened next?

7. Review the basic concepts of in, out, up, down, etc.

8. Allow each child to teach the class (or a small group) how to play his favorite game. Review the rules of the game with him before he attempts to teach the class.

9. When deciding upon classroom rules, involve the pupils in your selection of rules. This provides a wonderful opportunity to help them understand how and why the rules are chosen.

10. Invite speakers from public agencies such as firemen and policemen to address your class concerning what they do and why their job is necessary.

Comprehension, Continued

11. Use strategy games such as Monopoly, Scrabble and Clue.

12. Use crossword puzzles.

13. Play Twenty-questions game using animal, vegetable or mineral classification.

CLASSIFICATION

Definition -- The ability to recognize broad categories and to identify parts of the whole class.

Example of Disability -- The child is unable to tell how objects are similar or different, i.e., Milk and water -- how are they alike; how are they different? The child may not be able to group items by size, color or texture.

Remedial Suggestions

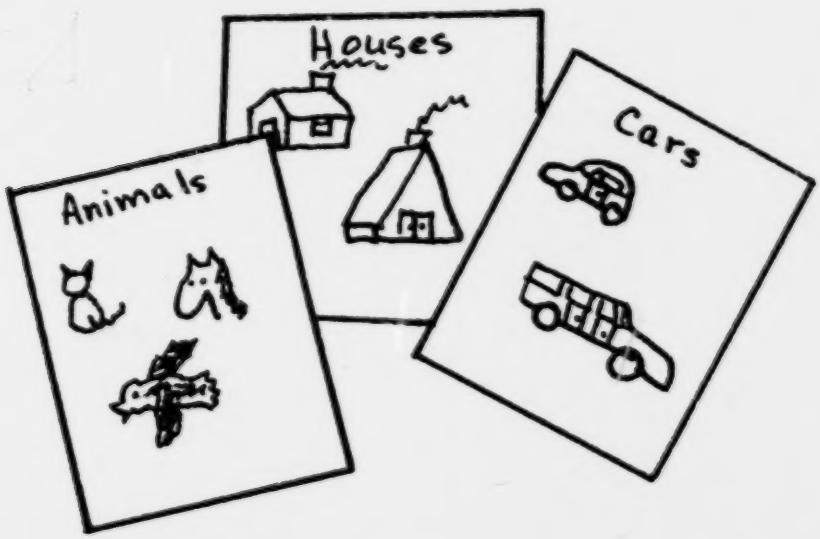
1. Have the child point to all of the round objects in the room. Be sure the child understands the shape you are asking for. Then ask the child to point to all of the rectangular (square or triangular) shapes in the room.

2. Have the child point to objects of the same color, of the same texture, etc.

3. Have a box full of miniature copies of classroom objects (desk, chair or clock) and have the child match the article from the box with the lifesize model in the room.

4. Have the child cut pictures of animals (houses, cars or people) out of old magazines and catalogs. Stay with him at first to make sure he understands exactly what he is looking for.

5. Build a scrapbook with cut-out pictures and have the child tell you the broad classification of the pictures in each unit. Using the child's own words, label each section.



6. Select pictures similar in function (i.e., transportation vehicles and various cooking utensils) and have the child tell you what each item is used for. Then group the items by their main use.

Classification, Continued

7. Provide sets of capital and lower case wooden or rubber letters. Mix them up and have the child sort by letters (capital "A" and lower case "a", etc.).

8. Cut out pictures from magazines to illustrate abstract concepts such as "happy, love, hate, sad", etc. Have the child show you which picture states love.

9. Classify groups of people into "old" and "young" groups.

10. Classify groups of animals into "dogs", "cats", "birds", etc.

11. Classify tools into "pounding", "turning" or "cutting" groups.

12. Classify musical instruments into "brass", "strings" or "percussion" groups.

13. There are many commercially prepared classification games available; Instructo Products Company makes an excellent one.

14. Discuss concepts of opposites. Have the children develop and write lists of opposites and likenesses.

15. Review exercises in visual discrimination, auditory discrimination and tactile discrimination.

VOCAL FLUENCY AND ENCODING

Definition -- The ability to express ideas through spoken words.

Example of Disability -- The child may perform well in nonverbal activities but may show deficiency in using spoken words to express himself. If asked to name pictures or describe an event, he cannot do so.

Remedial Suggestions

1. Give visual cues to help the child when he is asked to make a spoken presentation.
2. Give the child opportunity and time for verbal responses.
3. During pleasant class get-togethers such as show-and-tell, help the child by supplying moral support and verbal cues.
4. Find several of the child's strong interest areas and provide simple, concrete materials pertaining to those areas. Have the child give simple explanations about these objects.
5. Allow dress-up times when the child can slip into costume and play. Instructo makes a set of "Puppet Playmates" which are also excellent for role playing.
6. Have the child describe pictures that he has cut from magazines and catalogs.
7. Provide simple, incomplete sentences for the child to respond to orally.

   My name is _____.

   Today is _____.

   We are learning how to _____.

   Rocks are _____.

8. Using hand or finger puppets have the child tell stories.
9. Have the child make something from modeling clay and then tell someone what he has made.
10. Short nursery rhymes provide material for young children's choral reading.
11. Select different children to be the class announcer each day. The "announcer" should listen to the teacher and then relay the message to the class. This can also be used to tell the class directions for firedrills, games, etc.

Vocal Fluency and Encoding, Continued

12. Use tape recorders so that the child can hear his voice. You might begin with a data gathering interview. Ask the child, "What does your house look like? Have you always lived there? Do you have any pets? What pet would you choose if you could have one? What is your favorite game?", etc. From this interview plan future high interest activities.

13. Play guessing games such as "I Spy". The child sees an object and without naming it he describes it to the class while the other children attempt to guess what he sees. Let every child have a chance to pick an object.

14. Have the children use spelling words in sentences.

15. Ask the children to answer your questions in complete sentences. Help them structure the response when necessary.

16. Use riddles and rhyming games.

17. Use sequencing games --- "I went to the store and bought bread.", "I went to the store and bought bread and butter.", etc.

18. Prepare rhyming exercises for the child providing multiple choice answers, i.e.,

I saw the man pick up the _____ _____.
pan baby

Ask the child to select the word that rhymes with the underlined word in the sentence. Then move to symbols which require the child to remember the word, i.e.,

I saw the man pick up the _____ _____.

The cat chased the _____ _____.
dog rat

The cat chased the _____ _____.

Tell me, if you please, where is the _____ _____?
cheese chair

Tell me, if you please, where is the _____ _____?

LETTER RECOGNITION

Definition -- The ability to recognize and recall the letters of the alphabet.

Example of Disability -- The child is unable to name a letter when it is presented to him, or he is unable to pick out the letter when asked to do so.

Remedial Suggestions

1. Use letters which have meaning to the child, such as the letters in the child's name, first.

2. Show the child the letter and have him say the name of the letter with you.

3. Talk about the shape of the letter and any unusual configurations such as, "the s looks like a snake" or "the m has two humps".

4. Write the letter on paper using green for the first part, yellow for the middle (if any) and red for the last. Place emphasis on where to stop and go. Discuss the various parts of the letter.

5. Give the child plywood letters. Have him feel the letters, trace them with the finger and say the name of the letter at the same time.

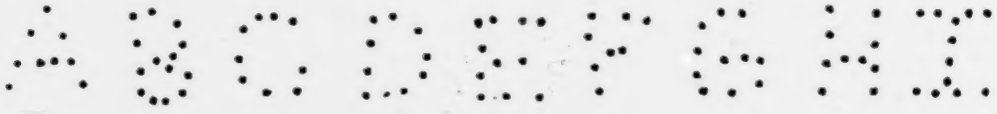
6. Have the child trace sandpaper or beaded letters with the finger and say the letter.

7. Have the child draw the letter in a sand tray first while looking at the letter, then without looking.

8. Have the child walk through the letter drawn in chalk on the floor.

9. Have the child lie on a mat and make the letter with his body -- i.e., arms out for "T", arms and legs out for "X".

10. Have the child work dot-to-dot drawings of the letter.



11. Have the child put together letter "puzzles". Draw the letter on construction paper and cut it into several pieces. Have the child put it together. Begin with only two pieces and have him work up.

12. When the child has learned the letter, place it in a row with several other letters. Have him pick out the right one.

Letter Recognition, Continued

13. When the child has learned several letters, have him pick them out of a long list of letters.

14. Have the child do worksheets where he X's or underlines the letter in a list which is like the one he is shown. i.e., R/ R B M G.

SPELLING

Definition -- The ability to form words from letters in both oral and written form.

Example of Disability -- The child consistently misspells words in written assignments and classroom exams.

Remedial Suggestions

1. Check the child's visual memory and auditory memory abilities. Refer to exercises for each in this manual.

2. Introduce a few words which are meaningful to the child such as his name, boy, mommy, daddy, etc. If the child has been taught phonetically, have him name the letters for each sound as they sequentially occur in the word. If he cannot sound out the word, have the child pronounce the word, use it in a simple sentence and trace over kinesthetic letters used to form the word or over the word written on paper. Have the child first use his finger to trace and then use a large pencil.

3. After tracing, have the child close his eyes and use his finger to trace the word in the air. If he has difficulty, have him open his eyes, look at the word and try again.

4. Have the child slowly say the word as he copies it on paper. Cover the word and see if the child can write it from memory.

5. On spelling tests give partial credit for a partially correctly spelled word, i.e., full credit for "would" is five points and "wood" should receive three points because "wo" and "d" are correct. Rather than marking the entire word wrong, mark the incorrect letters.

6. Take the child's spelling tests and copy down misspelled words in correct form using colors to emphasize the letters he missed, i.e., WOOD should be WOULD with the "U" in one color (red); the "L" in another color (green); and the "W", "O" and "D" in a basic color (brown). Have him copy the words using the different colors for the different letters.

7. When the child misspells a word such as "wood" for "would", take the letters he missed and on the next spelling test provide the correct ones for him (i.e., "_ _ u l _"); ask him to finish spelling the word. Later this should be shortened providing fewer clues (i.e., "_ _ u _ _").

8. Provide a WORD BOX for the child. When he has successfully spelled a word at least five times, have him write in on a three by five index card and put it in his WORD BOX. Allow him to review these words and to also use the WORD BOX for reference.

9. Have the child type the spelling words he misses on a typewriter several times each. Keep a file of these words as well.

GRAMMATIC CLOSURE

Definition -- The ability to draw from past experience in order to predict future linguistic patterns.

Example of Disability -- The child may omit words in sentences, distort the order of words or use incorrect verb tenses. The child is unable to complete a statement with an inflected word, i.e., "Here is a dog. Here are two _____."

Remedial Suggestions

1. Engage the child in meaningful activity such as feeding the classroom pets. Use controlled sentences to describe the action such as, "The fish are eating; the gerbils are eating; the turtles are eating." Afterwards go back to each feeding station, repeat the sentence and then provide the first part of the sentence letting the child complete it, "The fish are _____.", etc.

2. Shift verb "eating" in suggestion number one to playing or sleeping and repeat the process.

3. Count the words in the previous example sentences by holding up a finger for each word as it is said. Have the child copy you as you raise a finger for each word.

4. Repeat the process described in suggestion number one with action pictures.

5. While in a group setting, have one child walk around the room. The teacher first says, "Billy is walking." Then the rest of the group repeats, "Billy is walking." After he sits down, the teacher says, "What did Billy do? Billy walked.", and she encourages the group to respond.

6. Use pictures depicting action in past, present and future tenses to continue the process explained in suggestion number five.

7. Gradually lengthen the descriptive sentences, i.e., "Billy is walking around the room."

8. Select pictures that are descriptive of the same word such as "pretty". Practice phrases are: a pretty flower, a pretty house and a pretty girl.

9. Give the child three or four flashcards with a single word on each card, and ask him to arrange them into sentences. Help him at first if it is necessary.

10. Read incomplete sentences to the child and ask him to fill in the blanks. For the child who has problems with prepositions and conjuntions, use sentences such as, "I went (to) school." If the child needs help using adjectives, use sentences such as, "I saw a (black) cat." For problems in subject-verb agreement, a sample sentence is, "Susan (is) in the room." Provide written incomplete sentences for the child to write in the answer.

Grammatic Closure, Continued

11. Use short, incomplete rhymes and provide pictures if necessary, i.e., "The cat saw a (rat)."

12. Write simple sentences in pairs describing opposite words, i.e., "The clouds are high." and "The valleys are low." Have the child circle the word in the second sentence that is opposite of the underlined word in first sentence.

13. Furnish a list of eight words to fill in the eight blanks left in a short simple story. Tell the child that he is to find the answers in the list of words and to fill in the blanks.

14. Use simple riddle games.

15. Read a sentence to the child, i.e., "The cat catches the rat." and then read variations of the sentence leaving out a different word each time, i.e., "The cat catches the _____." "The ____catches the rat." "The cat _____ the rat.", etc.

16. Select an action picture and write several sentences to accompany it, but write only one sentence correctly, i.e., "The boys is swimming. The boys are swimmed. The boys are swimming. The boys am swimming." Have the child select the correct sentence.

17. Play PASSWORD in the classroom using simple word lists compiled by the teacher.

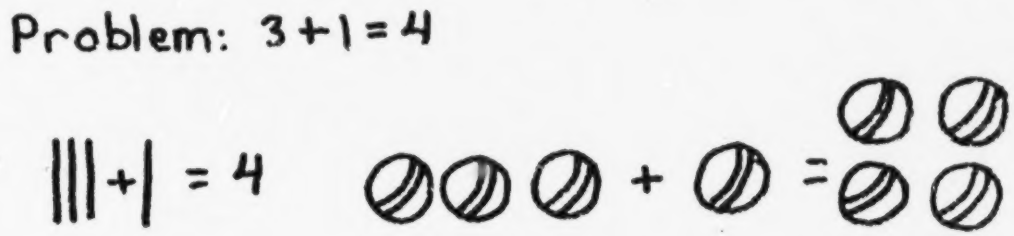
ARITHMETIC PROCESSES

Definition -- The ability to manipulate numbers in such arithmetical processes as addition, subtraction, multiplication and division.

Example of Disability -- The child may be unable to distinguish differences in shapes, sizes, amounts or lengths. He may be unable to count meaningfully or to understand the meaning of process signs. He may demonstrate inability to follow or remember sequential steps used in various mathematical operations.

Remedial Suggestions

1. Use concrete materials (blocks or pictures) to illustrate and to add meaning to the operations of mathematics.
2. Introduce the concepts of more, most, least and less using concrete objects such as blocks, checkers, etc.
3. Make sure the pupil has adequate knowledge of number concepts, such as ones, tens, hundreds, etc.
4. Use an abacus, clothes pins or pegboards and introduce all the processes (+, -, x, ÷).
5. Use concrete objects such as Cuisenaire Rods or straws to count and to illustrate processes.
6. Mark the process sign on the child's paper in color such as red for add, yellow for subtract, etc. This will draw his attention and prevent carelessness.
7. Use blocks or straws and do simple addition problems up to five. Have the child illustrate the problems by drawing pictures.



8. Use pennies to illustrate problems from one to ten cents in all processes.
9. Extend the problems to two place problems.
10. Tactually introduce carrying and borrowing using concrete objects.
11. Have the child create his own problems.
12. Teach the child how to check each process and require this for each problem.

Arithmetic Processes, Continued

13. Have the child work written problems and illustrate them with concrete objects.

14. Drill the child continually on multiplication, addition, subtraction and division facts. Use flash cards to play an Arithmetic Bee. Use Quizmo for drill also.

Disorders of Behavior

DISTRACTIBILITY

Definition -- An inability to give normal attention to the surrounding environment.

Example of Disability -- The child's attention moves fleetingly from object to object regardless of the relevance to immediate circumstances.

Remedial Suggestions

1. Arrange school environment so that exhibits or pictures are kept to a minimum. If possible, have the room painted in a plain, soft color with neutrally colored desks and tables.

2. Provide cupboards or curtains over shelves containing toys and classroom materials.

3. Keep extraneous classroom noise to a minimum. If possible, select a classroom away from street or playground noise.

4. Select phonograph recordings of stories that do not have background music or any sounds other than the story itself.

5. A semicircular arrangement of chairs, with each chair separated by a screen, blocks the children's view of one another and at the same time allows the teacher to work with the group of individuals.

6. Present only one assignment at a time. When the child finishes a task, it is removed and the next activity introduced.

7. Present puzzles one piece at a time.

8. Place masking tape around the academic or non-academic areas the child is to focus upon.

9. Alternate listening activities (language work) with non-listening activities (coloring). Watch for signs of frustration (covering ears or walking away when listening becomes too difficult) and reduce auditory activities when these signs are apparent.

10. Provide an area in the room to which the child can go when his problem of maintaining attention becomes overwhelming.

11. Simplify tasks and the terms of instruction.

PERSEVERATION

Definition -- The inability to shift focus from one phenomenon to another.

Example of Disability -- The child may attend unduly to any object or sound in the immediate environment. He may be able to "think" of nothing except a past experience or to an internal aspect of experience. He may be unable to stop or to shift from running or laughing to jumping.

Remedial Suggestions

1. Provide times for quiet rest periods in the daily routine.

2. When the child perseverates on particular toys, they should be removed, and the child's inquiries for the toys should be answered with a firm "NO" and with no further elaboration.

3. When the child perseverates on a certain type of action (i.e., drawing circles), the teacher should watch his drawing and when he has completed the circle, say "STOP".

4. Physically lift his hand from the paper if he is unable to stop making circular movements.

5. Put red dots at the end of a line or at the top of the circle so the child can see where to stop.

6. When the child perseverates verbally, introduce an activity for a few minutes which requires no verbal response (i.e., reading or writing) before resuming spoken language.

V. BIBLIOGRAPHY

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